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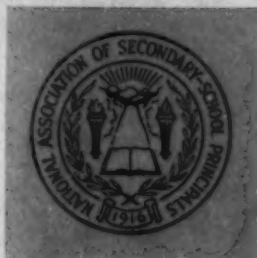
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THE

Bulletin

OF THE NATIONAL ASSOCIATION

OF SECONDARY-SCHOOL PRINCIPALS



Health, Physical Education,
and Recreation in the
Secondary School

SERVICE ORGAN FOR AMERICAN SECONDARY SCHOOLS

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

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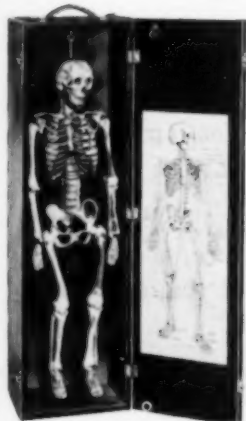
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CURRENT ADMINISTRATIVE PROBLEMS

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PREPARED BY AAHPER COMMITTEE UNDER CHAIRMANSHIP OF
ELMON L. VERNIER

DIRECTOR, Division of Health and Physical Education, Department of Education, Baltimore, Maryland



Exercise in the great outdoors relieves the tensions of space-age living.

FOREWORD

TODAY, as our youth prepare to meet the demands of life in the space age, the secondary school has a basic responsibility for meeting many of their needs through a broad program of health education, physical education, and recreation, including the areas of safety, athletics, and outdoor education. Secondary-school administrators must understand the important place and function of these activities in the curriculum and be able to interpret them to the community.

The secondary-school principal needs a source of information and guidance in the supervision of these areas of the curriculum to enable him to make sound administrative decisions for his school program and to set the example for out-of-school programs. Specialists in athletics, health education, physical education, and recreation look to the principal for approval of departmental policy and sanction of procedures. This publication presents authoritative statements of practical use to both the administrator and the specialist in the areas discussed.

Beginning with a description of the role of health education, physical education, and recreation in the space age, the document outlines briefly the responsibilities of the principal, the director or supervisor, and the superintendent. The major part of the publication then deals with critical issues in each of the various areas of the program, with emphasis on implications for the secondary-school administrator.

The material presented here was prepared by a Joint Committee of the National Association of Secondary-School Principals and the American Association for Health, Physical Education, and Recreation, under the able chairmanship of ELMON L. VERNIER, *Director*, Division of Health and Physical Education, Department of Education, Baltimore, Maryland. The other members of the Joint Committee for this publication were:

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Through careful planning and selection of authors and topics, the Committee made certain that the information contained in this publication would be dependable and authoritative. Recognized authorities throughout the country, both administrators and specialists in these program areas, have contributed generously of their time and knowledge. The critical issues facing the secondary-school principal today were identified and refined by the committee, with the help of leaders in secondary education.

It is hoped that this publication will guide both the secondary-school administrator and the specialist in solving current administrative problems in athletics, health education, physical education, recreation, outdoor education, and safety. For additional help with specific problems, the suggested references at the end of the publication will be valuable.

With the endorsement of both the National Association for Secondary-School Principals and the American Association for Health, Physical Education, and Recreation, the two departments of the National Education Association most concerned with administration of these areas in the secondary school, this document should be a handy reference and guide for every junior and senior high school in the United States.

Carl A. Troester, Jr.

CARL A. TROESTER, JR.
AAHPER Executive Secretary

The Bulletin

OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

This Association does not necessarily endorse any individual, group, or organization or the opinions, ideas, proposals, or judgments expressed at the annual convention of the Association, and/or published in THE BULLETIN.

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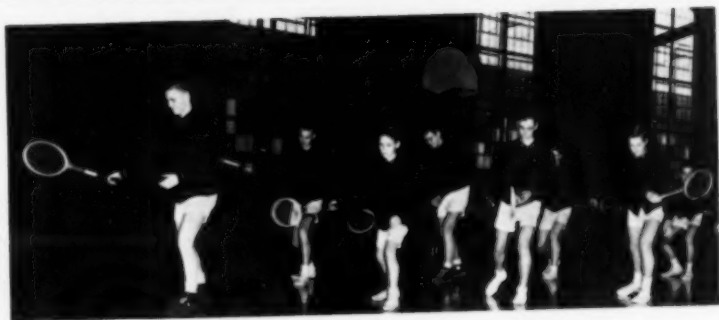
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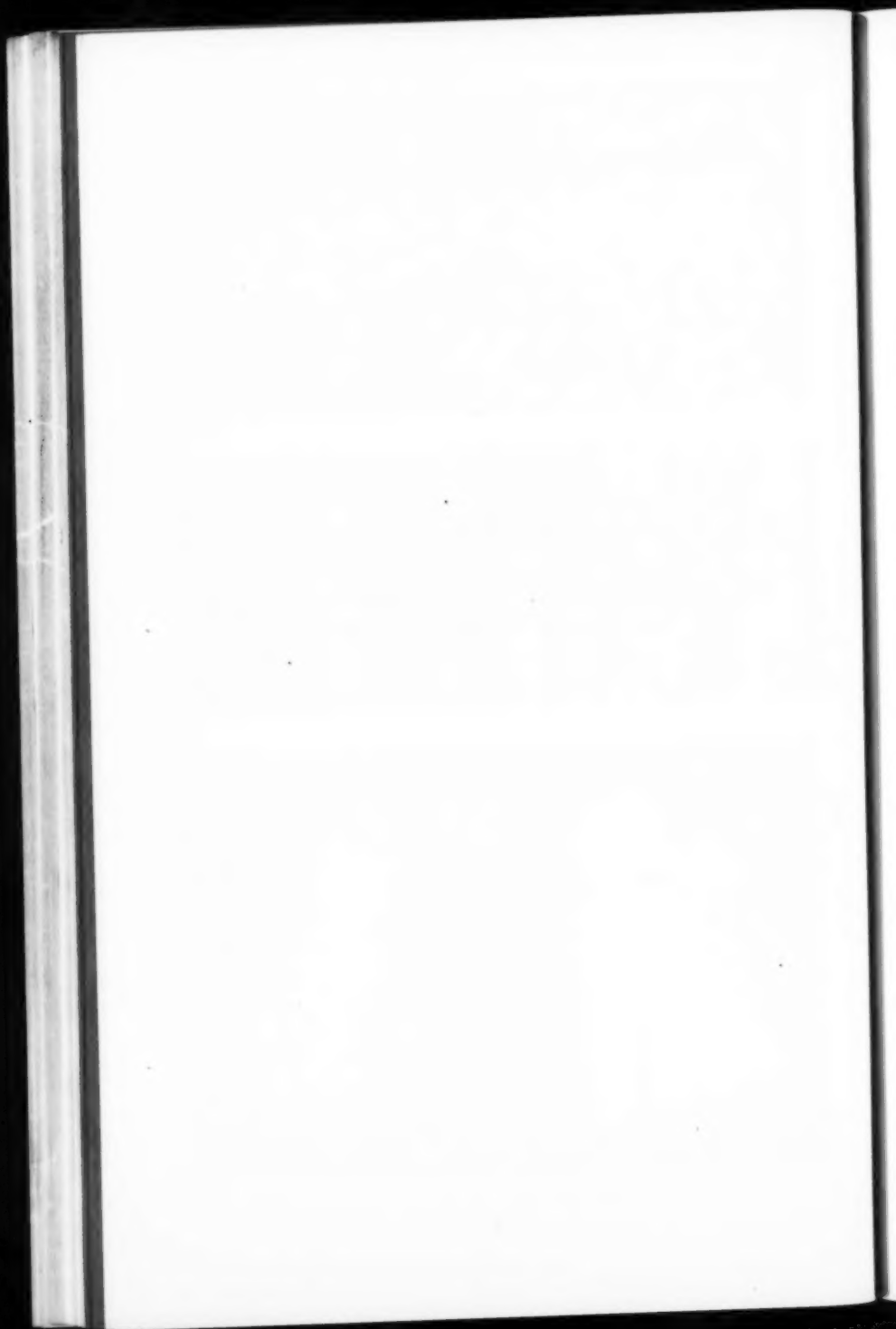
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Such activities as archery, tennis, and folkdancing can be enjoyed for a lifetime.

PART I

**THE ROLE OF HEALTH, PHYSICAL EDUCATION, AND
RECREATION IN THE SPACE AGE**



THE ROLE OF HEALTH, PHYSICAL EDUCATION, AND RECREATION IN THE SPACE AGE

CLIFFORD L. BROWNELL

AMERICANS greet the space age with mixed emotions. On the one hand, human wisdom and fortitude, coupled with an abundance of natural resources, can fashion a better culture than man has enjoyed in previous generations. On the other hand, failure of persons in key positions to utilize properly scientific and social developments can impoverish and restrict the lives of the American people. There is no doubt that *education* plays the most significant role in the resulting success or failure.

But education—and especially secondary education—occupies a strange position, with strong pressure groups voicing different views concerning the school's ultimate purpose and program content. Some critics emphasize training the mind and abolishing so-called frills. Others follow the basic principle that public education should remain free to accept into its curriculum broad areas of learning experiences designed to enrich the lives of people. The comprehensive high school represents a middle ground, with strict attention given to academic subjects, classification of students according to scholastic ability, and provisions made for socialization among various groups through the avenues of physical education, home-room activities, and other programs. This confusion places grave responsibilities upon the secondary-school principal.

His duties become no easier when he recognizes the unique forces operating today. He knows that schools belong to the people who support them; that communities can have the kinds of schools they want and are willing to pay for, and that most communities find a way to finance the kinds of schools they want. But, oftentimes, he doesn't know which pressure group speaks for the majority. He knows, further, that his position of leadership compels him to make decisions on the implementation of school policy, decisions frequently accompanied by unfavorable criticism. He knows that research on child growth and development over the past quarter-century places great emphasis on educating the "whole" child—not merely giving attention to youth's intellectual capacities. He knows that the complexities of modern culture, occasioned by remarkable discovery and invention, demand a broader and richer curriculum than has existed in previous generations. And he usually agrees with recently accepted practices in educational administration that make him primarily accountable for the curriculum—with such customary duties as discipline and child accounting delegated to other authority.

Dr. Clifford L. Brownell is Chairman, Division of Instruction, Department of Health, Physical Education, and Recreation, Teachers College, Columbia University, New York 27, New York.

What is the role of secondary-school principals in the space age as curriculum coordinators and consultants with reference to health and safety education, physical education and athletics, and recreation? This document attempts to highlight these functions in broad perspective. Its authors agree unanimously that noteworthy achievements of the present generation suggest only the beginnings of vast gains anticipated in future years. Man is making great strides in the control of his environment, but human nature and the biological organism remain about the same. Sound education constitutes the focal point in enabling man to cope with and utilize effectively the changes that lie ahead.

HEALTH AND SAFETY EDUCATION

The World Health Organization defines health as a state of complete physical, mental, and social well-being—not merely the absence of disease or infirmity. Another definition states that health education means putting into practice the scientific knowledge available for optimum human growth and development. Health education, properly taught, has few deferred values; the youth lives his health every day. As a student in secondary school, he becomes increasingly responsible for his own health and must learn to assume rightful obligations for the welfare of his family and community.

What are some of these responsibilities? Take nutrition, for example. Not more than one person in ten now follows an adequate diet, despite the known facts and the surplus of food in this country. Skilled nutritionists contend that most families could have better diets at a saving of at least one third the present cost. Wars often occur largely because of lack of food and skyrocketing population in a country. As another example, take appearance. Grooming and peer status bulk large in the minds of adolescent youths. Most of them have personal problems of dress, cleanliness, cosmetics, changing biology, making friends, and similar problems about which they need sympathetic guidance.

Scientific advances in health emerge by leaps and bounds. Some concern nutrition, alcoholism, narcotics, polio, tuberculosis, heart disease, fluoridation, colds, emotional disturbances, health and hospital insurance, and there are scores of others. Opportunities for worthy learning experiences about health in secondary schools can be organized around seven areas: *personal regimen* (activities for which the individual is responsible); *professional health services* (the work of doctors, dentists, nurses, clinics, and hospitals); *public health* (duties performed by official and voluntary health agencies); *mental health* (happiness, and control of the emotions); *social health* (boy-girl relationships, family life, and getting along with people); *temperance* (alcohol, tobacco, and narcotics); and *safety* (protecting oneself and others against accident and injury, and first aid).

Perhaps safety education deserves special mention here. Few life experiences exceed in importance the avoidance of accidents. The mechanization of industry and home appliances, increased leisure, and crowded traffic conditions give rise to more need for safety education. The mounting tool of injuries makes safety almost a "must" in any functional curriculum. Recent trends in secondary education favoring re-emphasis on academic subjects has led to the exclusion of driver education in a few schools, yet evidence produced by safety engineers clearly indicates the importance of this subject. Besides operation of motor vehicles, driver education contains many elements pertinent to the social sciences.

Health education and safety education belong in the secondary-school curriculum. Both of these areas bear specific relationships to American culture in the space age. Neither the home nor other community agencies can do the job without concerted efforts by schools in effecting a healthier, happier, and safer citizenry. And one more item—these subjects deserve positive credit toward promotion, graduation, and college entrance. Possibly they should be termed "health science" and "safety science" for better public sanction.

The occasional trend to substitute science for health education in secondary schools, with the brighter students taking science while those with lesser ability elect health education, appears unrealistic. To be sure, students should know the essentials of atomic energy and mathematical formulas, and a few of these youths will become productive scientists and engineers. But *all* of them will live in a generation where sound health and protective safety represent necessary attributes to personal and social welfare.

PHYSICAL EDUCATION AND ATHLETICS

The increasing number of secondary-school principals, whose earlier preparation and experience encompassed certain aspects of physical education or athletics, helps to insure a significant place for these programs in the curriculum. Community pressures, however, sometimes cause the principal to neglect his obligations in these important matters.

One might raise the question, "What does the principal, as curriculum coordinator and consultant, have a right to expect from a well-organized and properly conducted program of physical education and athletics?"

Since other parts of this document contain detailed accounts of the subject, only four brief and general statements are appropriate here. *First*, physical education and athletics comprise the *instructional program* (required of all enrolled students); the *intramural program* (planned on an elective basis for students to satisfy individual interests); and the *inter-scholastic program* (designed for those with superior skills and competitive interests). *Second*, the classification of activities in a sound program usually includes games and sports; rhythmic activities; gymnastics, stunts, and tumbling; and aquatics. *Third*, the above activities serve as the

medium through which education takes place; thus, physical education and athletics use physical activity for the identical purpose that mathematics, for example, employs numbers, symbols, and formulas. *Fourth*, the true function of physical education and athletics deals with realistic contributions made by these programs to the over-all and avowed purposes sought by the school in its total curriculum.

In keeping with the above four general statements, certain objectives emerge, as broadly outlined below.

Health

This objective has appeared in every acceptable list of desired educational outcomes for nearly a century. Medical scientists emphasize the abiding need for exercise as related to human welfare. Today's mechanized environment reduces opportunities for the development and maintenance of strong bodies. Biologists point out that normal growth among children and adolescents requires exercise; even family physicians recommend additional activity for most older persons who are free of restricting defect or disease. Physical education and athletic programs should stress the value of exercise for health reasons, and equip youths with neuromuscular skills and habits that can be practiced with satisfaction in later years.

President Eisenhower's Council on Youth Fitness¹ has aroused national interest in this matter. Some uninformed persons view this movement as belonging only to the schools and only to physical education. Such is not the case for several reasons. In the *first* place, the President's original proclamation clearly specified "total fitness"—with its component adjectives, "physical," "emotional," "social," and "spiritual." *Second*, while schools can play a prominent role in establishing total fitness (largely because of their captive audience), other community agencies and the home must assume appropriate responsibilities. *Third*, physical education and athletics alone cannot effectively do the complete job assigned to the schools; all subjects have potentials in total fitness. Thus the principal, as curriculum coordinator and consultant, has an opportunity to articulate the various facets of fitness within the curriculum, and to coordinate the school fitness program with programs conducted by out-of-school agencies.

The health objective should remain constant throughout planned activities in physical education and athletics. Corrective and adaptive classes serve the needs of students unable to profit by programs established for "normal" youths.

Since more injuries occur in physical education and athletics than elsewhere in the schools, safety education (including first aid) becomes important here as youths learn to protect themselves and others in pursuits that challenge the adventurous spirit of young adults.

¹ Established in 1956 by President Eisenhower.

Character Values

The space age seems destined to reflect the true character values exemplified by Americans. Recent years have produced alarming increases in juvenile delinquency, accounts of rigged entertainment programs, and a shocking lack of moral fiber in Congressional investigations of individuals occupying high and important places. The years ahead could bring prolonged evidence of these dubious qualities, and create others with threats to world peace, more broken homes, economic disaster, and social disorder of various kinds. While schools alone cannot guarantee the production of solid citizens, character education has enjoyed a prominent role in scholastic literature even before the publication of McGuffey Readers.

Physical education and athletics strive to engender the principles of courage, fair-play, sportsmanship, tolerance, and other traits of the good citizen. The youth here learns that certain rules are necessary and learns to abide by them. He learns to respect the rights of others. He learns to win with grace and humility, and to accept defeat with poise and dignity. Physical education and athletics serve as an excellent laboratory for acquiring these noble and virtuous traits because of youth's inherent interest in play and competition. Psychologists and experts in growth and development readily acclaim these values. Physical educators and athletic coaches should emphasize the carry-over worth of the programs they represent. And principals should regard interscholastic competition as an integral part of the total curriculum.

Recreational Attitudes and Skills

The import of this objective becomes apparent to everyone. Shorter working hours and more leisure signify an intensified function for education in this area. The sale of athletic and sports equipment increases each year, even beyond expectation, owing to an expanding population. Further, authorities state that a person's enduring recreational attitudes are best formed during the years of childhood and adolescence.

Physical education and athletics represent prized avenues for the evolution of recreational attitudes and skills. Motor activity is held in high esteem by the average youth, and his attitude toward play (playfulness) constitutes the best assurance that he will continue the process. Again, skill in a given activity adds to satisfaction gained through participation—another reason favoring a wide range of events in physical education. The years ahead may well see courses in such activities as fishing and scuba diving, to keep pace with the direction of cultural and recreational interests.

Peer Status

One seldom finds this objective listed for physical education and athletics. But peer status or the sense of belonging ranks high among the desires of everyone, especially among adolescents. Students in high school attain status in various ways: some excel in academic pursuits;

others perform admirably in art or music; still others become leaders in clubs or other organizations. Physical education and athletics present wholesome opportunities for youths to gain esteem as athletes, as gymnasts, or as members of a dance group.

It seems relatively obvious that the driving force behind leaders in any field starts with a desire to attain peer status. This great urge, coupled with education which helps an individual improve his knowledge and skill, suggests the wisdom of a diversified program in secondary schools—including physical education and athletics.

In summary, the principal can insure a sound program of physical education and athletics if he keeps in mind that this field requires competent leadership, a program that shows progression from year to year rather than a repetition of the same activities semester after semester, allotted time in the daily or weekly schedule, a student-teacher ratio comparable to other subjects, adequate equipment and facilities to conduct the program, and equitable student credit for successful achievement.

RECREATION

The section on recreation has a two-fold purpose in terms of secondary-school responsibility: to indicate the school's function in developing recreational attitudes, interests, knowledge, and skills; and to suggest types of cooperation (both ways) that should exist between the school and other community agencies.

With reference to the school's role in this matter, practically all acceptable lists of objectives stress the value of education for leisure. Most secondary schools provide recreational opportunities for students. These opportunities may exist as integral parts of specific courses (see *Recreational Attitudes and Skills*, p. 7). But recreation covers a much broader field than physical education alone. Arts and crafts, music and dramatics help to swell the list of activities in this area, along with numerous organized clubs, forums, societies, and the like. Increased attention to leisure as a significant cultural force may suggest change in teacher education whereby subject matter specialists will have two strings to their professional bows: (1) helping youths to master the essentials of a given subject—and this means educating youth through the media of subjects; and (2) guiding youths in the use of these essentials for recreational purposes. The wide range of leisure interests expressed by students, or remaining as latent phenomena, indicates the need for concerted efforts in education to satisfy these interests. Many school principals now assume the task of organizing and coordinating such programs.

On the matter of cooperation with out-of-school groups, current educational publications often contain statements urging better intercommunication between the schools, homes, and other community agencies. Recreation provides a splendid avenue through which this goal may be accomplished. Emphasis on family recreation has skyrocketed, and most communities now vigorously support this activity in such forms as com-

missions, departments of government, church programs, police athletic leagues, and YMCA's, and there are scores of others. Besides these official and voluntary groups, all sorts of private agencies offer recreational programs. Bowling alleys, skating rinks, and social clubs become more popular in each decade.

Most principals and superintendents seek new and improved ways to bring the schools and community closer together. Not only is this process educationally sound but rising costs and population growths favor efficient utilization of all community resources. Wise planning in the exchange of recreational facilities and leadership between the schools and out-of-school organizations represents sound practice; this must be a two-way exchange to insure success, with each type of organization understanding that it has cooperative functions to perform and understanding the nature of these obligations. Many administrators and executives have found that such mutual relationships serve as excellent public relations for schools. In fact, all of the programs described above have excellent potential public-relations value because of their proximity to goals identified with good home and family living, and because of their association with activities pursued by numerous community agencies—official, voluntary, and private.

CONCLUSION

Part I of this document has focused attention on the principal's office in effecting a sound program of health and safety education, physical education and athletics, and recreation. Following sections explain in detail essentials pertinent to each of these areas. The over-all program, accompanied by sound administrative leadership, contains many functional elements designed to enrich the lives of young people and brighten their future, and to help produce a fitter and happier generation of young adults capable of protecting and furthering the tenets of American democracy.



PART II

ADMINISTRATION AND SUPERVISION OF THE PROGRAM



The Principal's Physical Education Principles

KENNETH A. ERICKSON

"IF PHYSICAL education teachers are really to do their best for students, principals cannot evade any of their responsibilities!" So stated a conscientious teacher at a recent health and physical education conference. He continued his argument for a responsible administration with the following example: "I have been in a school where the girls' physical education teacher sat in the corner of the gym busy with knitting after throwing out a ball for the students. Only an alert and interested administration can correct similar abuses. If principals neglect any poor conditions, students are short-changed and the physical education program suffers. And this inevitably will bring justifiable criticism on our entire educational effort."

His complaint was no more personal than his example was typical. Yet, as an administrator, I automatically began to rationalize the situation. With all the emphasis on science, mathematics, foreign language, and written English, how can principals be expected to find opportunities to supervise the health and physical education program? Time is inadequate for hallowed portions of the curriculum in which the public has major interest. But this teacher had made a point which could not be ignored. School principals need to re-examine their relationship and responsibility to the total school program and not just to certain spotlighted segments.

PRIMARY RESPONSIBILITY

The primary responsibility of each principal is not to paper work, building maintenance, outlines of study, or public relations, but to the education and welfare of all students. If physical education and health classes belong in the school at all, principals must rise above petty partialities and maintain a balance which does not neglect one area of the school program in favor of currently popular prestige areas. Problems such as these offer to principals some of the finest possibilities for squarely facing and solving areas of concern in the interest of an improved program for pupils. Principals must continually exploit the persistent educational problems as a common ground from which suggestions for improvement can be cultivated. When principals encourage faculty or parent discussions which focus attention on the needs of students, better support for physical education and health learning is inevitable.

Physical exercise, as contrasted to physical education, misses the mark of sound education. Principals must see that physical education teachers

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are actually educating and not just playing at education. Most well-intentioned adults could carry on a simple program of exercise and play. When trained physical education teachers drop to this level, they are functioning inadequately. Repetitious exercises and games for the sake of fun alone fall short of the real objectives of physical education. The American public today demands that schools not play at educating but actually educate youth. If today's principals fail in this basic responsibility, the public should seek new administrators whose primary concern is a good instructional program for each student in every school department.

Do principals ever neglect supervision of a physical education program because they lack adequate background to deal with the department's instructional program? Any administrator worth his salt will admit he cannot know the answers to problems arising in many curricular areas. Instead, the capable principal should organize both human and material resources in each department for the greatest benefit of all students. He should help teachers to identify common problems and encourage them to experiment in line with recommendations which grow out of departmental studies.

SECONDARY RELATIONSHIPS

Secondary-school principals in larger schools must select the most capable teacher available to serve as department chairman. The chairman must be given time for his work as well as specific responsibilities and corresponding authority. A glaring example of poor school administration exists when administrators assign duties without granting adequate authority to carry out the assignment.

Principals must also protect teachers from the outside imposition of ready-made solutions to local curricular problems. Teachers without opportunity to participate in recommendations to change departmental procedures seldom consider the proposals desirable. Whenever teachers are by-passed in this respect, new plans will be short-lived because teachers have been treated as curriculum recipients rather than participants. Administrators should never forget that it is the teacher and only the teacher who effects any improvement in the curriculum for youth. Consequently, teachers should be encouraged to experiment with new ideas and methods. First, however, the principal must establish a climate in the school in which teachers feel free to raise problems and express dissatisfactions with no threat to their personal security. Only in such a permissive atmosphere can school problems become possibilities from which improvements in the instructional program can evolve.

How many administrators are awake to and appreciative of superior work already being accomplished by their teachers? It is amazing that supervisory relationships and morale within schools are as good as they are considering the lack of recognition of good work already done. This failure, plus the failure to encourage teachers to experiment with new ideas, stifles many potential improvements. When teachers' accomplish-

ments are recognized and praised, the principal inspires these and all other staff members to greater efforts in behalf of an improved educational program.

Supervision of physical education is an obligation which principals owe to their students. Often a coaching assignment is added to the classroom teaching assignment. The demands of an athletic program can then rob the teacher-coach of preparation time needed for classwork. In such situations, in the interest of his students a principal must not dodge the obligation of frank and helpful supervision. Should a teacher's work be unsatisfactory, after the principal has done all possible to assist, it is then the principal's responsibility to make changes in assignments or personnel. However, each teacher cannot be expected to have similar strengths and weaknesses to those of other teachers. While discussing differences in students, we forget that teachers also are part of the human race and, as such, entitled to individual differences.

Amazingly inadequate research has been undertaken by high-school principals or teachers to demonstrate the value and need of good physical conditioning for all students. In light of an ever-increasing emphasis on so-called academic subjects, there is a crying need for research which may save physical education from classification as a second- or third-rate subject. Research in this area is generally easier than in the area of intellectual achievement and yet too little has been undertaken.

Principals can also stimulate physical education teachers to grow in effectiveness through encouraging their attendance at professional meetings and educational workshops sponsored by the American Association for Health, Physical Education, and Recreation and other related associations. During discussions of common problems with teachers from other schools, teachers can rise from traditional ruts to new paths of experimentation which can lead to curriculum improvement.

INTERPRETING TO THE PUBLIC

Failure to interpret regularly to our public the purposes, problems, plans, and achievements of physical education may result in loss of public support. With major emphasis on academic study today, physical education by inactivity or by default may be designated as a second-class subject. This should not be allowed to happen. No department in school has a better opportunity for selling the value and the results of a program to the public than does health and physical education. Where else can visual results of effective education be so graphically demonstrated to parents who are extremely interested in the accomplishments of their own sons and daughters? Evening programs reviewing increased skills of physical education students are one simple but effective way of interpreting the goals and achievements of physical education to the public. A still more potent method of curriculum interpretation to parents is for teachers to be certain that each definitely knows the purposes and the

values behind each activity undertaken. Most parents receive their information and attitudes about the school program from student comments around the family dinner table. Only when teachers fail to inform students as to the why of various activities, and only if teachers fail to sell students on benefits available from the program, will parents see little value in physical education. It is time for physical education teachers to consider daily that each student is a primary public relations representative to adults in the school community.

SUMMARY

If principals are to be effective in administration and helpful in supervision of physical education programs, they must select the best personnel available, fulfill their responsibility for regular supervision, help teachers in planning a program most beneficial for local students, encourage teachers to be active curriculum participants who can analyze weaknesses and propose new ideas with which to experiment, give credit for fine work already being accomplished, and be certain that the program of physical education is actually one of educating youth and not one of playing at education. Responsibilities to the youth of America demand that principals do no less.



Proper supervision of the gymnasium is important.

Role of the Superintendent

JOE HALL

WHAT goes on in a given school, of course, is the direct responsibility of the building principal. "As goes the principal, so goes the school" is demonstrated over and over again in the American public school system.

In smaller school systems with only one or two high schools, almost any aspect of the school program can be handled by the school principal, thus minimizing the importance of the superintendent. As school systems grow larger, the role of the superintendent becomes increasingly important as he becomes more and more involved in determining program, allocating personnel, and providing supervision.

DETERMINING PROGRAM

How much time should be spent in the physical education program?

There are many variations on this requirement among the public schools of America. Some require a daily period devoted to physical education. Most have two or three periods a week of physical education. The length of the physical education period, likewise, varies from approximately 45 minutes to an hour. It would seem logical that this period would be the same length as any academic period during the school day. The superintendent, working with representative committees of principals and supervisory personnel, is responsible for meeting requirements set by the state and accrediting agencies. A daily program of approximately an hour throughout each year of the secondary schools is highly recommended for consideration.

If a daily program is provided, how much credit shall be allowed toward graduation? Most physical education people feel that credit for physical education should be allowed on the same basis as for any other subject; that is, one period of physical education daily for a year should earn a unit of credit just as one period daily of English throughout a year is given the value of one unit of credit. When this is done, it is probable that the number of units required for graduation should be increased so that there will be no lessening of the so-called academic credits required for graduation. Some school systems require 16 units for graduation and give no credit in physical education. If four years of physical education are required, 20 units should be required for graduation. As a matter of fact, the 20-unit requirement for graduation is recommended even though substitutions for physical education may be allowed at the upper grade levels.

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Program content. There is need, of course, to work out a carefully planned program which will provide for adequate physical exercise, for gaining competency in a variety of activities and in developing physical activity interests which will carry over in adult life. The superintendent must select from his personnel appropriate persons to serve on committees to develop courses of study which will provide this basic program.

Health and safety instruction. Certainly a part of the content of physical education is appropriately spent on health and safety education activities. It is also true that some phases of health and safety are a very definite part of some other subject areas, particularly science and social studies. The superintendent must provide the leadership to help determine which phases can be most effectively taught by the various departments. It is probable that first aid training, including first aid for civil defense, and that driver education should be assigned to the physical education program with time allotments and personnel being drawn from this department. Should this time be drawn from the physical education period, the necessity for a full four-year sequence of assignment to physical education becomes even more important.

Physical facilities. Physical facilities, of course, need to be provided in terms of the program which is to be offered. Gymnasiums and playgrounds are essential for these activities. The superintendent must make provision for adequate facilities in the over-all determination of building needs.

Program outside school hours. If the school system has responsibility for the recreation program, as well as the in-school program, over-all plans and policies must be developed. If there is a division in this responsibility between school and city authorities, the work arrangements between the school and civic personnel must be developed. In either case, a well-planned after-school or intramural program should be developed, with adequate staff for its supervision. Likewise, decisions must be made relative to policies in regard to camping programs which the school may offer.

PERSONNEL

Determining the allocation of personnel is one of the most difficult problems upon which the superintendent must make a decision. Some physical education teachers feel that the pupil load should be no more than that carried by a regular academic teacher. There are also some who feel that a physical education teacher can give instruction to whatever number of pupils are assigned to him or her. Somewhere between the two, the proper answer can probably be found. It is believed that a class load of 45 pupils per period is a desirable average, with a minimum of 40 and a maximum of 55.

Teachers need to be well trained for their work, and continuous in-service training programs must be carried on in order to increase the competency of the personnel for teaching the groups assigned to them.

Problems in this area also involve salary schedules where some provision for additional remuneration for the after-school, intramural program should be considered. The number of hours in which teachers actually instruct pupils is undoubtedly greater when the physical education teacher handles after-school activities; the work load for correction of papers, however, is undoubtedly less.

PROVIDING SUPERVISION

The superintendent of a large school system, of course, cannot do all of the things indicated above personally. He must have competent help to carry out the responsibilities of his office. An adequate supervisory staff, working with the principals individually and as a group, as well as with the instructors, can produce a program that will meet the needs of boys and girls in this area of the school program. It is the responsibility of the superintendent to develop common understandings, so that the total staff will function as a democratic unit. The principal of the school and the personnel within his school share the responsibility for the program operated at that school. The physical education supervisory personnel should always work through and with the principal and personnel in the individual school.

There is need in this area, just as there is in science or mathematics, for coordination in the development of courses of study, in-service training programs, and a multiplicity of activities which make for the improvement of the quality of instruction.

CONCLUSION

The superintendent has an over-all responsibility for the development of programs and plans in the health, physical education, and recreation areas. This program should be developed so that all final responsibilities are made a part of the work of the building principal. For carrying out his responsibility, the superintendent needs an adequate supervisory staff which can work through the building personnel. Through this supervisory staff and representative personnel in the schools, appropriate committees should be established to develop policies regarding every aspect of the program. Provision should be made for periodic review and overview of the total program. On these bases, an evaluation should provide the pattern and direction for improvement of both program and instruction. The leadership of the superintendent in this continuous evaluative process is vital.

Responsibilities of the Director of Health, Physical Education, and Recreation

ARTHUR L. SMITH

THE responsibilities of any member of a school staff begin with the recognition of a need. The community recognizes its need for a board of education, the board of education recognizes its need for a superintendent of schools and, in turn, the superintendent recognizes his need for teachers, principals, maintenance workers, and other staff members. These needs obviously stem from recognition of the broader need to educate children, and community and school staff members are aware of the need for cooperative action to this end. At this point one might well ask, "What are the needs, and who recognizes them, which result in the creation of the position of director of health, physical education, and recreation?"

The needs which determine the responsibilities of the director of health, physical education, and recreation will vary according to the size of the school district and the scope of the program. Some of the pertinent factors which seem to be common to most situations are:

1. The personal philosophy of the chief school administrator, referred to hereafter as the superintendent of schools, regarding the administrative structure which he feels can best serve the schools.
2. Recognition of the common factors in health, physical education, and recreation which make a logical administrative grouping of these areas.
3. The need to give expert coordination to the many phases of health, physical education, and recreation which, although part of the broad educational program found in almost all districts, are unique to the extent that they do not follow the usual pattern of academic classroom education. In these situations, the administrative generalists (superintendent and principal) look to the specialist (director) for recommendations and assistance.

Let us look at some of these unique factors which involve the need of a director:

Contacts with outside agencies. There is need for continued rapport with non-school agencies, such as local and state health departments, social and welfare agencies, youth-serving agencies, police and fire departments, medical and dental associations, automobile and safety associations.

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Contacts with other schools. There is need for cooperative action with interscholastic athletic associations and representatives of other school districts, to the end that the interschool physical education program for boys and girls, with all of the attending community interest, may be carried on in a sound educational manner. Making of schedules and arranging for transportation, officials, gate receipts, spectators, insurance of participants, and equitable compensation for coaching, which are in addition to a normal work load, are some of the details in this area.

Facilities and equipment. There is need for close rapport with architects and planning committees regarding the construction of new facilities or the remodeling of old facilities. It is recognized that facilities should be designed to house the educational program. In this connection, the director is the program expert and his knowledge of present and future programs makes him an important member of the planning group. The professional knowledge needed for proper layout and location of special facilities such as gymnasiums, locker rooms, swimming pools, the athletic fields is an important facet of the director's responsibility. He can also be most helpful in establishing cooperation and understanding between teachers and maintenance staff regarding proper use and upkeep of these facilities.

Recreation programs. There is need for leadership with school and community officials regarding recreation programs customarily conducted during hours outside of regular school time. This responsibility varies according to local conditions. It may include full responsibility for directing an entire recreation program sponsored by the board of education or it may mean representing the board of education in a recreation program shared by school and municipal authorities. If no organized recreation program exists, the director will still have the responsibility to coordinate the many requests for school facilities for recreational type activities which the board of education will receive from organizations or groups within the community.

Physical fitness. Physical education is the only area of the school program specifically charged with the responsibility for developing and promoting the physical fitness of pupils. Although this is not the only objective of physical education, it is one that uniquely belongs in this field.

Health service. Local school districts will decide whether or not health service operation should be part of the administrative responsibility of this director. The following quotation from *School Health Services* indicates that some authorities recognize the desirability of such action: "In many systems the director of school health will be an assistant superintendent in charge of health services, health education, physical education, and recreation."¹

¹ *School Health Services.* A report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. Charles C. Wilson, M.D., editor. National Education Association, Washington, D.C. and American Medical Association, Chicago, 1953. p. 392.

In addition to working in the foregoing "unique" phases of school operation, the director will, of course, share in such fundamental responsibilities as curriculum planning, teacher selection and evaluation, in-service training, and budget preparation.

IMPLICATIONS OF THE TITLE OF DIRECTOR

The title of "director" has been used as we have described some of the major responsibilities of this position. The title of any position should, in so far as possible, correctly describe the responsibilities of its holder. In this instance coordinator, supervisor, or chairman might also be used, depending upon titles given to other administrative personnel in a given school district. In the final analysis, it is important that the needs inherent in the position be covered by a competent and well-trained staff member; the title is of lesser importance. In general, it is assumed that the director is a full-time administrator working in a kindergarten through twelfth-grade system and responsible to the superintendent of schools. In smaller school districts, the director may have some direct teaching responsibilities and thus be a part-time teacher, part-time administrator. In the larger city districts, he may have assistant directors, or department chairmen in the larger secondary schools, who will assist in the functional operation of the entire program. In the majority of situations, the title of director seems to be most descriptive and is commonly used.

WORKING RELATIONSHIPS

In discussing working relationships of the director with other staff members, it is essential that we clarify the concept of authority that is inherent in these relationships. Modern school administration recognizes the desirability of the "flat" type of organization as contrasted with the "pyramid" organization. In the "flat" type, the line of authority runs from superintendent to principal to classroom teacher. In the "pyramid," there may be one or more additional authority levels between teacher and superintendent. Although it is obvious that any pattern will have to be adapted to meet local needs, the "flat" pattern, which recognizes the principal as the educational leader in his building, is to be desired. In this concept the director does not have the authority to "direct" or "dictate to" any principal. The responsibility for establishing district-wide policies for the operation of all phases of the educational program rests with the superintendent of schools. The principal has the responsibility for conducting the educational programs in his building, within the framework of policies established by the superintendent, and the director has the responsibility for consulting with and assisting the principal regarding those phases of health, physical education, and recreation that operate within the building. Cooperation between principal and director is obviously of prime importance and the specialized knowledge and professional training of the director should be of recognized value as common problems are discussed.

In some districts the scope of the school program, particularly in the field of recreation, may logically call for recognition of a concept of responsibility which will vary from the pattern described above. Recreation programs which include summer playgrounds, teenage centers, and Saturday and evening activities usually operate when schools are not in session, and in facilities that may or may not be regular school buildings. Responsibility for organizing these programs and for supervising full-time or part-time recreation workers may thus become a more definite responsibility of the director without directly involving the principal.

RELATIONSHIPS WITH THE SUPERINTENDENT OF SCHOOLS

The director is a member of the superintendent's staff, selected by him in recognition of his need for competent advice in establishing system-wide policies for health, physical education, and recreation. To this end the director will make policy suggestions to the superintendent and will advise him regarding current progress and problems. The director, when requested by the superintendent, will attend board of education meetings, discuss program, facilities, and budget with community committees and associations; meet with architects; and represent the superintendent at community and professional meetings in this field. Promotion of system-wide projects in such related areas as safety, civil defense, outdoor education, polio vaccinations, and other youth-serving agencies may also be delegated by the superintendent.

RELATIONSHIP WITH PRINCIPALS

Although some phases of this relationship were discussed above, it seems important to restate here that the principal and director are viewed in a peer relationship, but that, when working together in a particular building, the principal is considered the superior. In their relationships with teachers, it is important that the principal be recognized as having major responsibility along with the director for the selection of new teachers and the evaluation of present teachers. This does not minimize the important role of the director in conducting a preliminary screening of potential staff or in the evaluation of present staff through visitation and observation. The intent here is to point out that all teachers in a building, whether in health, physical education, school nursing, driver education, or dental hygiene, should be administratively responsible to the principal, and this relationship should not be jeopardized or confused by the presence of the director. The ultimate responsibility for recommending that a teacher be placed on tenure usually rests with the principal, although he may well be guided through evaluations made by the director in addition to his own.

The role of the principal in establishing programs of health, physical education, and recreation is of fundamental importance. He has the responsibility for determining schedules, assigning teachers, making basic

budget requests, and maintaining an equitable balance between these areas and the rest of the educational program in his building. "Equitable balance" may well be the most difficult of these responsibilities, and the director must recognize the pressures exerted on the principal by other facets of the school program. Inevitably the question is raised, "What happens when principal and director, working cooperatively for the common good of pupils, cannot agree on an equitable balance?" The answer can only be that together they review the system-wide policies established by the superintendent. If this does not bring solution, the final step would seemingly be to request a joint meeting with the superintendent for a review of the problem.

RELATIONSHIP WITH TEACHERS

The director serves as consultant, adviser, and expediter to teachers of health, physical education, and recreation, and except as previously described for recreation workers, he emphasizes their direct responsibility to the building principal. His experience and training in the many aspects of this field makes him a logical person to observe, assist, and evaluate the work of these staff members. There is no valid reason why the director cannot objectively observe teachers, especially those new in the field, make positive suggestions for improvement as well as commendation for work well done, and thereby assist the principal in his evaluation responsibilities. Teachers, recognizing the training and experience of the director, will welcome honest and straightforward evaluation. The responsibility of the director to coordinate and improve programs has already been recognized. Arranging for staff meetings, in which use of facilities, plans for in-service training and development of curriculum materials are discussed, is a valuable procedure through which teacher and director achieve common goals.

RELATIONSHIP WITH OTHER ADMINISTRATIVE STAFF

The number of administrative positions in any system will vary according to size, and their titles and responsibilities will vary according to preferences of the superintendent of schools. No attempt will be made here to detail relationships of the director with all of these other possible positions, but comment on two relationships seems desirable. If a system has an "assistant superintendent for education," it is assumed that the director will be responsible to and operate with this assistant superintendent in the manner described above under relationship with the superintendent. If the system has a general "curriculum coordinator," it is assumed that the director will insure that his objectives for developing the health and physical education program will parallel the objectives of the curriculum coordinator as he develops program for the general educational field. The intent here is to emphasize that the curriculum

aspects of health and physical education should be developed through the same processes and be philosophically consistent with the aims of the rest of the educational program.

In closing, it again seems desirable to repeat that no one pattern of administrative operation will fit all school systems. Size is probably the main factor which determines pattern. The foregoing statement of the director's responsibilities obviously will not fit the small system with two or three teachers in this field, and certainly will not be suitable for the larger city system with multiple high schools and a myriad of elementary schools. It is to be hoped, however, that an underlying philosophy and recognition of need has been described which, with modification, will fit the majority of situations.



Coeducational volleyball requires careful organization.



Bulletin boards are especially useful when teaching health education in the school.

PART III

CRITICAL ISSUES

in

Health Education

Physical Education

Athletics

Recreation

Outdoor Education

Safety Education



HEALTH EDUCATION

The Scope of Health Education

ARTHUR L. HARNETT

HEALTH has been a primary objective of education for over 40 years—since the Cardinal Principles of Secondary Education were formulated in 1918 by a commission of the National Education Association. In 1960 there is still considerable variation in health education practice in secondary schools. These variations exist in the face of a growing body of acceptable policy and standards throughout the country. Medical, dental, welfare, public health, and other professional interests have aided the schools in a determined and successful effort to improve the health of school-age children.

The modern program of health education however, is not medical advice, guidance counseling, nursing service, applied science, or a fragmented phase of physical education. A more rational concept considers *education for health* as a part of the major purpose of education, utilizing all possible resources in the school or community. Science provides a background for much of professional health services, but scientific knowledge alone does not lead to positive health. Education for health is a social program of improvement, a preservation of human resources, an understanding of the conditions necessary for health, and steady progress toward the realization of the potential of every human being.

THE SCHOOL HEALTH PROGRAM

A successful program of school health education activities is not restricted in any way by rigid lines of classification, for the major efforts of the school are pointed in one direction—toward the progress and development of the child. For purposes of planning, however, and particularly in terms of leadership and responsibility, the functions of school health education can be understood and organized more effectively if certain subdivisions are recognized.

Healthful School Living

The concept of healthful school living includes both the physical and social environment of the school and the effects of such environment on

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the total health of the pupil. The school provides almost limitless dynamic environmental situations through which physical, social, and mental development is gained. Some of the contributing factors to healthful school living are:

- a daily schedule of school activities best suited to the maturity and capability of each child
- a wholesome, clean, and safe school environment
- a classroom environment with suitable lighting and color, seating, heating, ventilation, furniture, and equipment
- a planned school lunch program, a laboratory for good nutrition
- provision for physical education, with recognition of the educational and health values.
- teachers' health, including teaching schedules, supervision, policies regarding sickness, salaries, retirement provisions, work assignments, in-service education, and good social relations.

School Health Services

The program of school health services includes a number of procedures which concern the present health condition of the child, his improvement, adjustment, and protection.

- Health appraisal—the determination of health status by observation; by screening tests of vision and hearing, by medical, dental, and psychological examination; and by measurements of height, weight, and posture
- Health counseling and follow-through—guidance to pupils and parents in securing medical, dental, and other necessary care
- Safety and emergency care procedures—provision for protection from injury and for care in case of accident or sudden illness
- Adjustment to individual pupil needs—a challenging, flexible school program aided by discerning, understanding teachers
- Communicable disease control and sanitation—emphasis on immunization, exclusion and readmittance, attendance at school, and close observation.

School Health and Safety Instruction

Health instruction consists largely of planned learning experiences designed to influence knowledge, habits, attitudes, and conduct in regard to health and accident prevention. There are several ways of organizing health instruction.

- Direct health and safety instruction—classroom-type teaching, usually involving a group of pupils, a teacher, a definite time and place, and a planned sequence of learning experiences
- The integration of health topics in school subjects—the high-school curriculum includes a number of areas with definite opportunities for understanding health concepts (biology, general science, physical education, home economics, and social studies). Health education

possibilities also exist in English, industrial arts, mathematics, foreign languages, and physical sciences.

- Use of activities of the school day—assembly programs, lectures, films, plays, the lunch program, campaigns, special projects, etc.
- Individual health guidance—this can occur at any time during the day, and may result from behavior problems, needs for adjustment, medical and dental examinations, or other health appraisal measures.

SUBJECT MATTER FOR HEALTH INSTRUCTION

Below are outlined the major areas of subject matter for health instruction:

Science and Disease. Causes and consequences of disease; bacteria, beneficial and harmful; prevention and control of disease; immunity; body defenses; individual responsibility; contributions of science, health heroes, conquest of disease; research and progress in medicine and public health; specific diseases (tuberculosis, cancer, heart disease, poliomyelitis, syphilis and gonorrhea, respiratory diseases, hookworm disease, others).

Food and Nutrition. Food needs of teenagers, food and fitness, selection of foods, preserving and processing foods, advertising claims, fads and fallacies, preparation of foods, deficiency diseases, digestion, overweight and underweight, training diets.

Physical Fitness. The need for exercise; values of exercise; sleep, rest and fatigue; participation in recreational activities; development of skills; social and personal outcomes; posture; weight; fitness for life; the heart of the athlete.

Guides to Effective Living. Social efficiency; adjustment problems; emotional factors of worry, fear, success, failure, discipline, and self-control; making friends, popularity, manners, and etiquette; growing toward maturity.

Personal Appearance. Hygiene of the skin, hair, and nails; clothing; posture; weight; voice; teeth; drugs; values and uses of cosmetics; skin conditions; social, vocational, and protective values of body care.

Alcohol, Drugs, and Tobacco. *Alcohol:* physiological effects, social effects, alcoholism, advertising, attitudes, prohibition, cost, uses, drinking and driving, alcohol and health. *Drugs:* international aspects; drug addiction; medical uses; opium, marijuana, heroin, and the barbiturates; depressant and stimulant effects; prevention and control. *Tobacco:* physiological effects, smoking and cancer, smoking and athletics, tobacco and appetite, advertising.

Sex and Family Adjustments. Attitudes, superstitions, and misinformation; preparation for marriage; boy-girl relationships; functions of the reproductive system; place of sex in personal and family adjustment; social and personal problems.

The Human Senses. Light and sight; the hygiene of reading and study; eye strain, diseases of the eyes; correction of vision, eye specialists; ear-

ache, infections; care of the nose, throat, and mouth; prevention of injury or disability; the brain and nervous system; sense of touch; sense of taste.

Consumer Education. Choosing and buying; superstitions; self-medication, patent medicines, and home medicine cabinet; Pure Food and Drug Act; medical care, socialized medicine, group insurance; the new drugs; specialists, quacks, and fakes; hospitals and clinics; how to buy wisely; how to choose health services, advertising and "hokey."

Living Safely. Accident prevention; first aid; traffic control, bicycling, driver education, school safety patrols; safety in school; safety in homes; water safety; safety in industry; safety on the farm; safety in athletics and physical education.

Public Health. Protecting our water supply, our food, sewage disposal; local health departments, the Federal government, voluntary agencies and their work; neighborhood and community health; world health problems; our responsibility.

WHAT SHOULD THE SCHOOL ADMINISTRATOR EXPECT FROM THE HEALTH EDUCATOR?

The health educator is expected to accept responsibility for an effective program of health education, if the school administrator requests it. This shared responsibility directs its time and energy toward these goals:

1. An organization of health education for each school, meeting the needs and interests of pupils at each grade level.

2. A working knowledge of resources and materials available for health education, including textbooks, films, filmstrips, pictures, models, charts, printed materials, and also persons and agencies in the community, national and state organizations, and professional societies. For example, there are definite advantages for the school in the use of services from its own state department of health, or in knowing the educational possibilities existing in local voluntary health agencies.

3. A coordination of all needed resources, from both school and community, to discover child health needs and to plan a program supporting the educational objectives of the school. To be more specific, this organization is designed to improve health status, remove obstacles to learning, develop good attitudes, increase knowledge, and promote desirable behavior.

4. Aid for the principal in maintaining a safe and healthful school environment.

5. Periodic evaluation to determine "what we are doing and what we should be doing." This implies self-evaluation by the recognition of accepted policies and standards and the use of evaluation measures designed to determine progress and direction in the total program.

The health educator is expected to do effective classroom teaching, which includes these goals:

1. A developing ability to motivate pupils in terms of satisfactory health behavior.

2. More than a superficial knowledge of health habits and generalized information. The topics outlined above suggested something of the scope and depth of health teaching—and the preparation needed by teachers.

3. A clear understanding of the expected outcomes of health teaching, and an intelligent effort to achieve the desired outcomes.

4. Some effective evaluation measures to determine what learning is occurring. These are in addition to knowledge tests and word memory.

5. A plan of organization for each class meeting. Many good teachers revolt against submitting written lesson plans, and it is possible that effective learning is evidence of good planning. The school administrator however, may want tangible evidence of organization and planning.

6. Good teaching procedures to avoid some of these common complaints from high-school pupils: Repetition, boring classes, unimaginative pupil reporting, skimming the surface, memorizing hygiene rules, misuse of films, detailed discussion of last week's football game, using the class time as a means of developing athletic skills, using the class time as a study period, favoritism by the teacher, lack of active participation by the pupils, poor quality tests, and lack of preparation by the teacher.

WHAT SHOULD THE HEALTH EDUCATOR EXPECT FROM THE SCHOOL ADMINISTRATOR

The health educator should expect the administrator to recognize the school's responsibilities and opportunities in educating all children for health; to recognize the values inherent in an organized health education program (These values are reflected in staff relations, working conditions, professional attitudes and school environment, as well as in child health); to give him some opportunity to meet with school and community personnel in planning for effective health education; to set a definite time in the schedule for health classes to meet regularly and frequently; to provide a suitable classroom, with no more pupils than usual for effective classroom teaching; to give health education status in the school commensurate with its value to pupils and its effectiveness by teachers; and to provide a budget allowance for necessary aids: reasonably up-to-date textbooks, film rentals or postage, charts, models, and other materials.

If these suggestions seem to be a large order, school administrators are reminded that many institutions of higher education are preparing health educators for responsibility in a comprehensive school health program; in-service programs such as health education workshops are providing preparation for competent teachers, nurses, and other interested persons; and most of the competencies indicated can be developed without additional academic work, by intelligent teachers who have encouragement, understanding, and direction from school administrators.

Emphasis and Sequence in Health Teaching

JOHN H. SHAW

THE job of the administrator in regard to insuring proper emphasis and sequence in the health education program in the secondary school is an exceedingly complex one. In the elementary school, one teacher is largely responsible for the total school life of the child each year. Having the same children in her room all day, she is more likely to know them better and to take into account their health needs, and, therefore, to be less concerned with just covering subject matter as such. However, beginning with the seventh grade, with more or less complete departmentalization of the school, teachers are likely to be more subject matter oriented, and, therefore, more likely to overlook or miss some of the health needs of pupils unless special administrative and supervisory direction is provided to offset this tendency.

At the same time, parents are probably inclined to pay less attention to the health of their children as they emerge into adolescence and young adulthood. The responsibility for proper health decisions, therefore, tends to shift more and more to the individual child, as parents, rightly, permit them to take on more responsibility in managing their affairs. At the same time, the new status of the child as a young adult growing into maturity creates special health problems and needs that did not exist earlier.

ROLE OF ADMINISTRATOR

The role of the school administrator in providing proper leadership for the health program throughout the secondary school is exceedingly important. He must somehow see that the over-all health counseling and guidance, as well as the health knowledge needed by high school students within the setting of the departmentalized school, is provided.

Several important steps should be taken to insure this result. One is to make very clear to the entire school staff *by word and action* that he considers the health of students a major concern of all school personnel. This concern should be reflected in the provision of adequate health personnel in the school, in the effort expended to insure maximum health for students and school staff, in the maintenance of a healthful school environment, and in the development of desirable interpersonal relationships between students and teachers, as well as in the provision of a special health teaching staff and of special health courses in accordance with student needs.

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In a situation where the size of the school does not warrant employing special supervisory staff for the health program, the administrator himself should assume the responsibility for supervision and leadership for this program. If special supervisors or teachers are appointed, they must be provided with enough release time from teaching duties to do the supervisory task assigned to them.

ADMINISTRATIVE SUPPORT

In any event, the success or failure of the health education program in a school depends to a large extent upon the wholehearted support of the administrator. *This means more than just tacit approval.* If he turns this job over to an untrained person, such action speaks louder than anything he can say regarding his belief as to the importance of health teaching. For example, the recent appointment of an uncertificated teacher as health supervisor in a large city system shows failure to give dynamic leadership; it will be reflected unfavorably in the school system involved regardless of protestations of sincere interest in the program by the administrator.

The home-room program can be a very important influence in the secondary-school health program. If properly oriented to the total health program of the school, home-room teachers may preserve some of the values of the self-contained classroom of the elementary grades in this phase of school living. Teacher-pupil relationships may be established that are less easily realized in the usual classroom situation. Obviously, these values will not automatically result if home-room period activity consists only of traditional pupil accounting.

The home-room period might be used to advantage in trying to help students devise plans to secure the correction of remediable defects, or to plan a realistic timetable for work, play, and rest for each individual, or to discuss some of the problems associated with living in a particular school situation. In any event, the principal should accept as a major responsibility the provision of leadership to insure that the home-room period contributes its potential outcomes in terms of the health and adjustment of pupils.

AN OVER-ALL MASTER PLAN

Once administrative support has been gained, the crux of the problem of securing proper emphasis and sequence in the health education program in the secondary school lies in developing an over-all master plan for the health education program for the secondary school based on the common experiences of the elementary grades. The plan must make allowances for the differing home situations of pupils and the differences among individual pupils. It should attempt to determine the type of common, as well as unique, experiences needed to prepare each student for life in and after high school.

Long-range planning to develop such an over-all approach to the health program might very well be initiated by the chief school administrator or by one of his assistants through a school-wide series of staff meetings culminating in committee reports and finally with recommendations that are actually implemented and become accepted practice in the school system. Students and parents, as well as representatives of community agencies, should be included in the development of the structure of such a plan, so that the final outcome is really a cooperative, community enterprise. The broader the citizen involvement in the project, the more comprehensive its scope and the greater its chance of general acceptance.

Only with careful study by students, teachers, and parents can an intelligent decision be made as to what the specific health education program in a particular school system should be. Within the health class itself, too often a textbook is adopted and teachers use it without planning intelligently for their individual group of students. Just as in the elementary school, health teaching should be geared to the growth patterns, interests, and adjustment needs of pupils.

A well-conceived and well-planned program will not be unduly bound by what has been done elsewhere, but instead will adopt as its guideline what is best in light of its particular situation. This can only be determined by a careful study of the needs of the particular situation and the youngsters in it. This study ought to be made by those who will be teaching the group in order to help orient them to their task.

The consensus today favors a concentrated health course of at least one semester, but preferably a year in length at both the junior and senior high-school level. These courses should be taught by teachers with special interest, experience, and training in the area. In addition, teachers of all courses containing health implications should continue to contribute to the health understandings of their pupils. The emphasis in all health teaching in the secondary school, as elsewhere, should be such as to result in the translation of knowledge of how to live into healthful attitudes and actual everyday behavior.

It should not be overlooked that in certain respects the physical examination of high-school students has special significance which it did not have in the elementary grades and health teaching can capitalize on this. The students are becoming more responsible for the supervision of their own health, and they must begin to shoulder the responsibility for correction of remediable defects discovered. This not only involves the scheduling of medical and dental appointments, but also ought to extend in many cases to actual financial responsibility for the services received. The importance of the physical examination in regard to participation in interscholastic athletics must not be overlooked. Also, the secondary-school physical education program is a more important factor in stimulating health behavior than it is in the lower grades.

MEETING LOCAL NEEDS

Although no set pattern for the emphasis that should be placed on health education in the secondary school can be categorically established, the basis upon which the sequence and emphasis should be established locally is fairly generally agreed upon. An analysis of the needs and interests of the community as determined by a study of existing literature, pupil observations, health problems of the school and community, parental opinions, a survey of student interests, and results of health knowledge and attitude tests is generally agreed upon as the best means of determining the subject matter to be included in the health curriculum of the high school. When materials so selected are adapted to the maturity level of the student population and presented in an interesting way, a worth-while program should be assured.

Personal adjustment problems persist all through adolescence. It is generally agreed among health educators that personal grooming, sex relations and preparation for marriage, biological bases of health, problems of family adjustment, alcohol and narcotics, accident prevention, driver education, consumer education, and community health, among other areas, need special emphasis during adolescence. Since accidents are our foremost health problem today, perhaps no student should be graduated from high school without the equivalent of the Standard American Red Cross First Aid Course. With the growing emphasis on civil defense, such training is becoming increasingly important.

The school should attempt to correlate health teaching in the classroom with community projects, not only to encourage a broader application of knowledge, but also to develop civic-mindedness and a feeling of responsibility for the well-being of others, and also to help orient students to their position in the local, state, national, and world community.

THE FUNCTIONAL APPROACH

Finally, it is recommended that the administrator do everything he can to encourage departure from rigid classroom procedures in order to make health a more meaningful, realistic, and vital part of life's experiences. The establishment of personal goals for individual pupils, based on their special needs, is highly recommended in health teaching in the secondary school. This approach requires close cooperation between teachers and health personnel as well as the school administrator, and particularly requires freedom from too rigid classroom organization and procedures. Teachers should be encouraged to devote time to individual counseling and should feel free to extend the walls of the classroom to embrace the entire school and community if need be.

In achieving a functional health education program, there are various patterns in use in the secondary school today. These include: incidental health teaching, correlated health teaching, units of health offered in other courses, and direct teaching in specific health courses. All four of

these patterns should be included in a school where careful planning for health education has occurred and where the entire school staff has worked under the guidance of an enlightened school administration in trying to create the best possible health education program for a given situation.

Constant evaluation and re-evaluation of the health education program should be encouraged by the administration, with emphasis placed on the development by students of desirable health attitudes and habits as indicated by their daily school life and health records.

The acquisition of knowledge is, of course, a primary goal in health teaching, but it should never be forgotten that such knowledge is of value *only* to the extent that it is put into actual practice in living. The major emphasis should always be placed on the desired end result—a healthier, happier life. Knowledge is not power in health unless it is translated into action.

Who Should Teach Health?

MARY K. BEYRER

THIS is a good question and a familiar one, since it often poses a real problem to many administrators. An instinctive answer would quite naturally be—the *best* qualified person! If the *best* qualified is a *well* qualified person, then this almost trite reply would be the logical one. However, since some leaders in the field of school health education today envision this problem not as one of logic but rather as one of realism, some exploration of the issue is necessary. Certainly, it is a basic issue and perhaps a critical one within the field of school health education. Let us consider some of the reasons for this.

CONTRIBUTIONS TO THE PROBLEM

School health education is gradually emerging as a recognized professional field of specialization; there is increasing evidence of its growth and expansion. However, many of its graduates, who are few in number compared to other special fields, can readily find employment in the field of public health and in supervisory positions. Therefore, the secondary school may often have to call upon an individual with less than a major concentration in the field to teach health classes. This does not imply that the individual with only an undergraduate minor in health

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education is not qualified or prepared credit-wise or course-wise. But it may mean that health education is a second interest or that the credit was obtained because of its requirement in the undergraduate curriculum.

The multi-disciplinary composition of the field of health education may also contribute to this problem. Within its scope or boundaries, health education embraces the allied health sciences such as biology, physiology, bacteriology plus sociology, psychology, guidance, and physical education. It is not a basic discipline in itself but has roots in several disciplines and sciences. Therefore, to be adequately prepared in the subject matter of the field, an individual must be well grounded in the areas of the biological, physical, and social sciences plus the fundamentals and principles of personal and community health. And, of course, an acquaintance with the total school health program is essential!

BASIC QUALIFICATIONS

Besides an understanding of the basic sciences and the personal and community health areas (i.e., nutrition, communicable and chronic disease, safety, stimulants and depressants, consumer education, etc.), the National Conference on the Undergraduate Health Education Minor Program in 1955 listed the following knowledges and abilities as basic to the conduct of health education in the school health program:

Understanding what constitutes well-balanced and functional health teaching.

Skill in the detection of health interests and needs.

Proficiency in the use of methods, materials, and resources for health education.

Awareness of opportunities and limitations at different age or developmental levels and of different curricular patterns.

Skill in motivating students to assume responsibility for achieving and maintaining a reasonable level of health.

Attaining some skill in individual health counseling.¹

This list constitutes the professional skills, the methods, and procedures, that are so necessary for functional, effective teaching. And perhaps it should be noted that these competencies are those specified for the *minor* program of studies in school health education.

In 1958, the National Conference on Fitness of Secondary-School Youth issued the following guidelines to curriculum development in health education:

Since health education is of a multi-disciplinary nature, satisfactory preparation for health teaching at the secondary level should involve at least a major emphasis at the undergraduate level and preferably additional graduate study. We look forward to the time when all teachers of health at the secondary

¹ *Health Education Conference Report*. p. 5. Report of the National Conference on the Undergraduate Health Education Minor Program and Desirable Health Education Emphases for the Physical Education Major Program, Washington, D.C. January, 1955. Washington, D.C.: American Association for Health, Physical Education and Recreation, a Department of the National Education Association, 36 pp. Out-of-print.

level will be specially prepared in health education. Teachers of health courses who are inadequately prepared should increase their understanding of health and health education through in-service course work, workshops, conferences, and reading.²

Naturally, the best qualified person to teach health is the graduate who has majored in school health education, who is enthusiastic, and believes sincerely and wholeheartedly in the program. These individuals are available. Over 50 NCATE-accredited universities and colleges now offer undergraduate and/or graduate curriculums in school health education,³ and the enrollments in these curriculums are slowly increasing.

"There seems to be rather general agreement that physical education may justifiably be required to teach health in the elementary and secondary schools. While some demur and the majority perhaps would prefer it, the ideal situation may be stated as 'one not of logic but of realism' in which one person should teach both physical education and health as the situation requires."⁴

It is true that the teacher who has an undergraduate major in physical education may be the one person in the high school who is most likely to have a health education minor. This is because of the dual health and physical education curriculums offered in many colleges and universities.⁵ Many times, because of tradition, convenience of schedule, and economic reasons, the physical educator is automatically assumed to be well qualified to teach health and, therefore, is "elected" to do so. And many times the physical educator does and is anxious to do a most commendable job of health instruction.

However, because of the multi-disciplinary nature of health education, the biology teacher, the general science instructor, the home economics teacher, a member of the social studies staff, or the school nurse might also be well qualified—and may have an inherent interest in the subject! Each one of these individuals could be screened and carefully considered according to the competencies mentioned.

It is generally accepted that any individual who teaches health without the desired preparation should pursue further study in the field. But the required number of credits and specific course titles cannot entirely assure teaching readiness or skill. It is often found that those individuals who have an interest and desire, though they may have only a minimum number of "courses," do not wait to be urged to broaden their horizons in health education. In health education as in any other field, independent study and reading can produce better teaching.

² *Youth and Fitness*. p. 23. Report of the National Conference on Fitness of Secondary-School Youth. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1959. 74 pp.

³ "NCATE Accredited Institutions Offering Degrees in Health, Physical Education, and Recreation," *Journal of Health, Physical Education, and Recreation*, January 1960, p. 46-49.

⁴ "Basic Issues," *Journal of Health, Physical Education, and Recreation*, September 1959. pp. 14, 16.

⁵ NCATE Accredited Institutions, *op. cit.*

THE BEST QUALIFIED PERSON

If today's teenagers are to be motivated to develop and maintain optimal well-being, their health instructors must have accurate scientific information and professional skills at their fingertips. Some authorities advocate that no health instruction is preferable to poor or mediocre health instruction, since a student's values, attitudes, and behavior are developed according to the examples, the motivating factors, and the experiences to which he is exposed. Today's adolescent needs positive direction in his search for better health and effective living in order to meet the changing world of tomorrow!

Who should teach health? The best qualified person—if he is *well qualified* and if he is ready and eager to accept the challenge of his task!

Relationship to Other Curriculum Areas— Role of a Health Coordinator

SARA LOUISE SMITH

MOST school administrators are concerned about the school health program; many recognize the weaknesses in current programs. This discussion points out some of the problems faced by school administrators in improving the school health program and some of the opportunities and crucial problems in correlating health education with related areas. It also offers some practical suggestions for improving the program.

The administrator knows that the health of the individual is basic to effective learning and to the attainment of the general objectives of education. He realizes that human beings are more important than material things, and that productive manpower is as essential to the safety of this country as atom bombs and guided missiles. He may or may not be aware of the increasing proportion of the tax dollar spent on salvage programs of the mentally ill, the chronic alcoholics, the drug addicts, the indigent sick, in addition to the private income that is spent for drugs, doctors, and hospital care.

Even though school administrators may be aware of these things, some, facing the many complex problems of today, have come to accept a time-worn and outmoded philosophy which states that "every teacher is a teacher of health." So is every teacher a teacher of English (and in both cases the results are often disastrous!). Other administrators have been content to feel that the obligations for a health education program have

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been met in the "health and physical education program" where the emphasis is placed primarily on physical education activities. Others know that health education and physical education are related, but they are not identical. In methods and materials they are extremely diverse. They complement and supplement each other, but neither can substitute for the other."¹ There are many administrators today who are seriously concerned about the health education program at the secondary-school level and desire to see it function more effectively in the lives of their students. They are looking for practical ways of improving the program.

CORRELATING HEALTH INSTRUCTION WITH OTHER SUBJECTS

A number of subjects in the curriculum of the junior and senior high schools offer opportunities for health education. Health topics may be dealt with as units within certain courses or may supplement other topics under consideration in the course. For example, science courses, home economics, social studies, physical education, and industrial arts offer unusual opportunities for correlated instruction. Ideally, the contributions to health education which are made in these subjects should supplement and strengthen direct health education offered as specific courses. This, however, is not done in all high schools.

PROBLEMS OF CORRELATED INSTRUCTION

1. *Primary interest of teacher of any subject is his speciality.* A teacher of a subject such as science, whose preparation has been largely in the science field, is likely to be primarily interested in teaching what is considered to be an adequate science program. If the time is devoted to health education, he may feel that the science program will suffer. When there is opportunity for natural correlation, because of lack of time a health education topic may be barely mentioned rather than explored with depth. Frequently, when both are attempted, either one or the other or both suffer. Or a teacher may not be interested in health education since this is not his speciality. Many teachers at the secondary-school level who are attempting to correlate health instruction with their subjects have had no preparation in health education; there are some, however, who have had adequate preparation and do an excellent job of correlating health education with their special areas.

2. *Content of courses has changed and is changing.* The content of many high-school courses has changed as new knowledge has been discovered, old problems have been solved or evolved in new forms, and new problems and conditions have arisen. The health problems of individuals, localities, and the nation have also changed and are changing. As the knowledge of child growth and development has expanded and the school has become more concerned about the needs and interests of

¹ Wilson, Charles C., Editor, *Health Education*. Washington, D.C.: Joint Committee on Health Problems of National Education Association and American Medical Association, 1948, p. 161.

pupils, teachers of different subjects are prone to attack problems of greatest interest to students. Many of these problems have different aspects which are related to several subjects and various teachers are thus dealing with the same problem such as family life education and nutrition. Since teachers are busy keeping abreast of the changes in their respective fields, these conditions have often led to unfamiliarity with the content in another field and the most recent advances in knowledge in that field, duplication of effort on problems of greatest interest to students, and gaps in basic knowledge as important, but not as interesting, to pupils.

3. *Balance, continuity, and progression of experiences are difficult to achieve for all students.* The maintenance and attainment of health is a problem of all boys and all girls; it is a lifelong problem. Health education experiences should, therefore, be planned for all students of both sexes. In the secondary school in which some courses are elective and others are taken primarily either by boys or by girls such as home economics or industrial arts, even a carefully correlated and coordinated program may reach only a portion of the students.

Mental, emotional, and social health problems are becoming increasingly pressing in our society. A health education program should be concerned with these problems as well as with problems of physical health. In a correlated program, if balance, continuity, and progression are achieved, it is often accidental.

BASIC PROGRAM NEEDS

First it is necessary for the administrator and his faculty to accept in reality the school's responsibility for organizing and developing a school health program in the same way they accept the responsibility for a science program or an English program. The successful functioning of the health program largely depends upon the active concern and support of the administrator. Good administrative practice requires him to delegate to one person on his faculty, who is qualified by education experience, ability, and interest, the responsibility for developing and coordinating the school health program. This person must have the time, authority, and budget to parallel his delegated responsibility. He also needs the continuous support and assistance of the administrator as he assumes this responsibility.

This procedure draws the program together under one responsible head. It provides a contact person through whom a coordinated program may be intelligently planned and evaluated. It takes the school health program out of the realm of "what is everybody's business is nobody's business." It provides assigned, responsible leadership within the school faculty to the health program as other areas of instruction have, such as English, social studies, or mathematics. Just as a football team needs a head coach, so does the health team, if it is to function effectively, need

responsible leadership within the school faculty. Such a person may be called a school health coordinator. Lack of clarification of responsibilities, of understanding and coordination, and of responsible leadership within the school frequently results in misunderstanding, duplication of effort or unmet needs of students, and criticism in the community.

ROLE OF THE SCHOOL HEALTH COORDINATOR

The school health coordinator functions as the captain of a team concerned with the development and improvement of the school health program. His task is to bring about teamwork and to help the other members of the team to understand their roles; he cannot and does not function alone. He is a stimulator of action and a guide, working closely with the principal in developing understanding and cooperation and promoting good working relationships among school and health personnel and other interested groups so that their contributions or services may be utilized to the best advantage of the student. He frequently serves as chairman of a school health committee or council concerned with developing and improving the school health program.

Competencies Needed

The quality of any program is primarily determined by the quality of its leadership. Today a number of NCATE-accredited college and universities are offering the Bachelor's, Master's, and Doctor's degrees with a major in health education.² At a recent state-wide conference dealing with the problems of health education, physical education, recreation, and safety which was held at Miami Beach, Florida, in the summer of 1959, the following competencies needed by health coordinators were developed by a group assigned that responsibility:³

1. An interest in health education and the health problems of children
2. Sufficient maturity and school experience to be capable of leadership responsibilities
3. Respect and confidence of the school administrator and fellow teachers
4. A basic understanding of child growth and development
5. A knowledge of the fundamentals of personal and community health
6. A working knowledge of methods and materials in health education
7. An understanding of the health implications in as many other curriculum areas as possible
8. A working knowledge of the interests, functions, and services of voluntary and official agencies and professional associations in the community

² "NCATE Accredited Institutions Offering Degrees in Health, Physical Education, Recreation," *Journal of Health, Physical Education, and Recreation*, January 1960, pp. 46-49.

³ Unpublished Conference Report, 1959.

9. Knowledge of the ethical aspects of working with those agencies and persons concerned with the school health program, and suitable channels of communication
10. Understanding of the responsibilities of the professions concerned with health services so as to know their own responsibilities and limitations in meeting such emergencies as injury and sudden illness.

Such competencies presuppose that a health coordinator would have at least a Bachelor's degree, or preferably, a master's degree with a major in health education.

Functions of a School Health Coordinator

The health coordinator, as the responsible head of the school health program in cooperation with the principal and faculty, has the responsibility of: (1) deciding what health education experiences boys and girls of secondary-school age should have; (2) determining in what ways those experiences can be provided for all students; (3) developing a planned, organized, balanced, sequential program with breadth and depth to meet the needs of youth; (4) periodically evaluating the outcomes of the program; and (5) replanning in terms of what the evaluation has indicated.

There is no short cut to any good program. An effective health education program requires time, effort, and systematic planning and organization by qualified personnel to bring about effective results. Human resources, the most important of all of America's resources, are at stake in this program.

CHARACTERISTICS OF A GOOD SECONDARY SCHOOL HEALTH EDUCATION PROGRAM (Compiled by Sara Louise Smith)

1. Has the responsibility for the development and coordination of a school health program centered in one person, qualified and certificated in health education
2. Has an organized, actively functioning school health committee or council which meets regularly to assist with the development and evaluation of the school health program
3. Has a planned program of health instruction developed around pertinent problems meaningful at that age level, so that all students (boys and girls) receive an adequate, balanced program
4. Preferably has a specific course (one unit) in health and safety at the junior high-school level and a specific course (one unit) at the secondary-school level taught by qualified teachers in addition to contributions from other related areas of instruction, or
5. Has a written, planned program of well-balanced health and safety experiences provided for all students (boys and girls) without gaps and duplications
6. Has classes of the same size as other areas of instruction
7. Allows credit on the same basis as other areas of instruction
8. Has and uses an adequate supply of instructional materials—books, pamphlets, audio-visual materials

9. Has an adequate supply of supplementary health and safety books in the library
10. Has carefully formulated objectives which contribute to the objectives of both health education and general education
11. Utilizes methods of teaching which conform to sound educational and psychological principles
12. Provides a variety of experiences designed to improve the health of the individual, the home, and the community
13. Utilizes community resources—persons, things, agencies—to enrich the program
14. Uses or seeks to improve the environment in order to provide healthful living conditions at school and to demonstrate in practice what is taught
15. Uses health services to educate about health
16. Provides sound guidance of students in regard to their individual health problems and assists them in working out plans for meeting their problems
17. Provides opportunities to help students understand themselves and learn to adjust satisfactorily to their environment
18. Provides opportunities for students to evaluate their growth—physically, emotionally, socially
19. Provides for periodic evaluation of the program in terms of improved health status and health behavior of pupils as well as increased health knowledge, and of improved school, home, and community health conditions
20. Has health teachers who demonstrate in practice what they teach.

Should Health Services Be Under Administration of Board of Education or Board of Health?

WALLACE ANN WESLEY

WHILE it is traditional in our culture that the parent is responsible for the supervision of the child's health, others such as the family physician, the community, and the school share their concern. All their services should be available to the child as a member of the family unit.

Health services date back in history to the times of ancient Egypt and Troy. Public regulations came about in an attempt to control communicable disease through sanitation. This picture is true of our first community concern for health in America. The services grew to include services within the school for the school-age child.

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Sanitation and control of communicable disease were the charge of the first school health service programs. This was followed by case findings and screening for defects. Today there is concern for the health of the whole child, with an emphasis on prevention and education.

Even though there is much unanimity on the philosophy of striving to maintain, protect, and promote optimal health for the school-age child, there is a divergence of opinion as to how these worthy objectives shall be attained. One knotty question is, "How, and who, shall administer the school health services?" Some state the question, "Who shall control the program to gain the best results?"

Much is written about the various responsibilities of the persons on the health team who should cooperate in aiding the health achievements. The team today includes the parent, family physician, dentist, health department, voluntary agencies, the mental health team, vocational guidance people, teachers, school physician, nurse, and school administrator. Since it has been traditional in America to solve as many of our problems as possible on the local level, few recommendations concerning the best way to administer the program have been made. Nevertheless, the question of who can best administer the program continues to be asked. This question can divide laymen and professionals into very definite "camps."

* ARGUMENTS ADVANCED

Those who favor exclusive board of education administration often advance arguments like the following:¹

1. Health services can more readily be made educational in character.
2. The director understands educational aspects of health service better than a non-school official.
3. Better coordination with all education phases of the school program is possible.
4. Better administrative control is possible—all school health activities can be under one responsible head.
5. More intensely trained and educationally oriented personnel may be employed.
6. Health personnel can concentrate on problems of school children.

Those who believe that the only answer is board of health administration argue along these lines:¹

1. The health department is legally responsible for control of communicable diseases.
2. School services, especially nursing, can be better coordinated into the generalized public health nursing program.
3. Generalized community nurses may have better home contacts than nurses working exclusively in schools.

¹ Wilson, Charles, M.D., Editor. *Health Education*. Washington, D.C.: Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. 1948, p. 413.

4. Medical services, including nurses and other medical personnel, should be under medical supervision.

5. All private schools must be serviced by the health department and duplicate organizations are wasteful.

6. Health department personnel are specialists in health while the health training and efforts of school personnel are secondary to their educational endeavors.

Those who favor a combination of efforts list many of the above items and add the significant observation that it is impossible to assign all of the responsibilities categorically to one agency or another.

FACTORS INFLUENCING ADMINISTRATION

Many other factors have influenced the decision of how to administer the school health services. Laws of the different states and local communities vary. Some codes specifically charge particular agencies with specific duties. Other codes are very general and brief, thus leaving much latitude. Many communities find their codes out of date and not sufficient to meet the changing modes of living, increase in population, and hazards of modern science. Some localities have recently passed new legislation.

The size of the community, the informed or uninformed members, the amount of financial resource, the availability of trained personnel are additional factors which have influenced various patterns currently used in administering health services.

Some communities have their school health services administered and financed by the board of education; others are administered and supported by the board of health. Additional communities have a plan where the responsibility is a dual arrangement between the board of health and the board of education. Both departments operate independent of each other in still other communities.

There are examples in the United States of success and of failure for each plan cited.

Lack of coordination in any method of administration is fraught with many difficulties resulting from medicine and education attempting to consider separately the same facts about a single child.

A RESOLUTION

The futility of such situations is readily apparent. This realization led the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association to pass the following resolution:²

Education and health departments each have important contributions to make to health services for children and youth of school age. Education departments have intimate knowledge of the children as a result of daily contact and

² Joint Committee on Health Problems in Education of the National Education Association and American Medical Association, "Resolution on School Health Services," 1948, reported in the *Journal of American Association for Health, Physical Education, and Recreation*, 19:10, December 1948.

observation, and an understanding of the part health services play in the total education experience of each child. Health departments have personnel whose skills are needed in the solution of school health problems.

The responsibility for the administration of school health service programs varies in the states and in communities. This may be the result of State Legislation, unequal development of the two departments, or differences in availability of qualified personnel. In some areas the schools have taken the leadership; in others, the health departments have assumed primary responsibility; in still others, joint planning is the practice. It is becoming increasingly apparent that where there is a high degree of mutual understanding and cooperation between the two agencies, with the resultant pooling of the resources of both departments, good programs have been developed.

This illustrates the principle that cooperative planning between health departments and education departments is essential for determining the division of administrative responsibility. Practical application of the principle of joint planning will result in various types of administrative organization for school health services. This is an entirely satisfactory condition; for in the light of our present knowledge, there is no single pattern that can be recommended for all states and communities.

TRENDS IN ADMINISTRATION

Research on this problem has been contributed by the U.S. Office of Education, Washington, D.C. Surveys have been conducted periodically.³ Some of the 1950 findings follow:⁴

1. The administrative authority for the school health service program reported by 2,886 city school systems, is as follows: Board of Education, 60 per cent; Board of Health, 11 per cent; jointly by Boards of Education and Health, 23 per cent; and by other authorities, 6 per cent.

2. The financing authority for the school health services is as follows: Board of Education, 55 per cent; Board of Health, 10 per cent; joint financing, 23 per cent; and other authority, 12 per cent. There is a definite trend toward joint administration and financing of school health programs. However, the school health program is still predominantly administered and financed by Boards of Education.

3. School nursing service is reported by plan as follows: Specialized school nursing service, 54 per cent; generalized public health nursing service, 30 per cent; a combination of two plans, 8 per cent; other plans, 2 per cent; and no provision for school nursing service in 6 per cent."

A progressive increase in the number of cities having school health services is apparent.

Health services vary in numbers and in patterns of administration in regions of the United States.

There is a trend toward joint administration and financing of school health programs.

³ Price, Bronson. *School Health Services*, a selective review of evaluative studies. Washington, D.C.: Federal Security Agency, Childrens Bureau, Pub. No. 362, 1957.

⁴ Kilander, H. F., *Health Services in City Schools*, Washington, D.C.: Office of Education, Federal Security Agency, Government Printing Office, 1952.

CURRENT PRACTICES

A more recent study was reported by Nielson and Irwin⁵ based on 1,071 replies to a survey designed to study current practices. The differences between the various groups surveyed as they related to their school health practices were examined. The following findings are pertinent to the question under discussion:

1. More large communities have administrative heads to coordinate health services, physical education, and health instruction programs.
2. There are not only more full-time professional personnel available, but also more kinds of professional personnel to meet the needs of the child in the large metropolitan areas.
3. The school medical adviser and the nurse attend to having the child referred for further diagnosis or treatment more often in larger cities than in small population groups.
4. Parent conferences for every child are held in cities having more facilities.

This study also attempted to show what different practices are related to different plans of administration of the school health services. The authors observe that a comparison of three plans for administering the school health services is unfair because of the number of cities found in each group. The analysis does reveal, however, that programs under the control of the board of education include more of the options found in the inquiry form than do those under the two other administrative plans. Thus, communities where school health is under the control of the board of education have a more complete program to meet the needs of the child. There is dependable evidence that those programs under the control of the joint administrative plan include more services for the child than those under the jurisdiction of the board of health.

Some of the weaknesses pertinent to the question of administration within the programs are as follows:

1. Lack of coordination between school health services, physical education, and health instruction
2. Lack of full-time and part-time personnel to carry out the health service program.
3. Lack of adequately trained personnel, which limits the follow-up programs
4. Lack of representation of the local medical and dental societies and voluntary agencies on the school health council or advisory board
5. Insufficient community aid for those children who cannot afford to pay for remedial medical, dental, speech, and hearing services.

NEED FOR EVALUATION

These deficiencies plus others listed in the study, point up a need for evaluating the services offered, and for the study of how the services can be provided.

⁵ Nielson, Elizabeth A., and Leslie W. Irwin, "Analytical Study of School Health Service Practices in the U.S., *Research Quarterly of the American Association for Health, Physical Education, and Recreation*, p. 417-458, December 1958.

Much of the literature carries a plea for a searching examination of the existing school health services. Authorities point out that we have had no significant changes in school health services and practices for the last twenty years. He continues by pointing out the need for improvement in, and concern for, the areas of mental health, adolescent health, handicapped student health, and safety.

Others have urged that school health services should be evaluated, since many routines are followed because they have never been questioned. The changing scene in the schools and communities may well point to new directions and relationships.

IMPLICATIONS

Tipple⁶ suggests that education programs today and in the future are, and must be, influenced by socio-economic changes in society. Health needs of children change with socio-economic advances in society, with progress in medical knowledge, and with increased understanding of child growth and development. School health services in the future must be based on priorities established by an impartial study of these changing needs. For example, since accidents are the leading causes of death of the school-age child, the need for intensive safety education is apparent. With the present focus on prevention of juvenile delinquency, the school needs to cooperate with parents and with other youth agencies in the development of an environment for social and emotional adjustment.

Implications of the expert opinion, research, and experience indicate certain truths. Health services for the school child should be based on sound education, medical, dental, and nursing principles. There must be mutual respect for the competence of all participating professional personnel as well as an understanding of their limitations. These basic principles and suggested ways of cooperation are spelled out in, "Responsibilities of State Departments of Education and Health for School Health Services,"⁷ published by the Council of Chief State School Officers.

Perhaps we have placed too much faith in structure and not enough in the process of planning itself. Cooperation is not submitting plans for another's approval. It is working out a solution together. Persons and groups that keep the ultimate goal of better health for children in mind will find it easier to be flexible about jurisdictions; to entertain new responsibilities; and to look into the future. True cooperation, then, is the answer to the question, "Who shall administer the school health program?"

⁶ Tipple, D. C., "The Future of School Nursing," *The Journal of the American Medical Association*, 171:59-62, September 5, 1959.

⁷ A Policy Statement, "Responsibilities of State Departments of Education and Health for School Health Services," The Council of Chief State School Officers and The Association of State and Territorial Health Officers, Washington, D.C., 1959.

PHYSICAL EDUCATION

The Scope of Physical Education

RAYMOND A. SNYDER

TO MEET the needs of all youth in the space age, a comprehensive program of physical education is needed in all secondary schools. This program is an integral part of all education and its objectives are consistent with the goals of secondary education. The purpose of education in America is the democratic way of life and the end of education is the optimum development of the individual. The secondary-school physical education program is planned, therefore, in relation to democratic values and in relation to the growth and development potential of the individual. More specifically, the Educational Policies Commission¹ indicates, "The educated person is participant and spectator in many sports and other pastimes."

The modern curriculum is defined as all the experiences planned for and with students which fall under the guidance of the school. As such, the curriculum in physical education consists of the learning experiences selected to achieve the objectives of the program. These objectives are multiple and relate to the physical, mental, emotional, and social aspects of development. The learning experiences selected to achieve these objectives are arranged in a sequential order and in progression, keeping in mind that a base for the program of physical education has already been established in the elementary school. Unless there is a continuity and progression of experience throughout the school years from one stage to a more advanced stage of development, many values are lost in physical education.

To meet the needs and interests of all secondary-school youths, the program is usually organized as follows: the basic program which includes adapted physical education, the intramural sports program, the extramural sports program, and the interscholastic athletic program. Each of these aspects is essential, and no physical education program is complete unless all four aspects are developed. In addition, each aspect is organized

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¹ Educational Policies Commission. *Policies for Education in American Democracy*. Washington, D.C.: National Education Association. 1946. P. 203.

in relation to the other aspects of the program. Finally, all aspects are integrated and coordinated so that teaching and learning are purposeful and effective.

THE BASIC PROGRAM OF PHYSICAL EDUCATION

The basic program, including adapted physical education, is referred to by some as the service program. This program is usually required by state law or provided for by local school regulation. It is arranged for both boys and girls and is planned to take students where they are and to assist them in becoming more efficient in movement skills and appreciations. There is likely to be found a wide divergence of skill and experience within the group, but all must be provided learning experiences in physical education. Depending upon the geographical area and the interests of students and teachers, some 30 or more sport activities and various exercises are taught in the basic program. The sport activities are usually grouped as follows: body mechanics, self-testing, dramatic and rhythmic activities, lead-up games, personal combative sports, gymnastics, athletic team games, individual and dual sports, aquatics, and winter sports.

The emphasis in the basic program of physical education is upon instruction of basic movement patterns, for physical education is both a movement art and science. Some play should take place in the basic program to orient students to the whole game or sport so that learning of the fundamentals becomes more meaningful. Playing of the game assists the students and teachers to identify weaknesses to be corrected through effective instruction. The instructional emphasis is put upon the immediate use as well as the future use of activities for recreation of a physical nature. Students meet in this program as they do in other classes except that they are dressed for physical activity. Evaluation takes place and grades are given in relation to the level of achievement of the objectives.

For effective instruction, students are classified on the basis of skill, upon emotional and physical maturity, and upon general health conditions. For the best learning of movement skills, homogeneous classification on the basis of motor ability is necessary. In some situations, however, when the social objectives are being stressed, a more heterogeneous classification is suggested. The classification problem requires that the over-all basic program be flexible to the degree that students have freedom to move from one level to another according to their ability to achieve the objectives of the program. The whole program of physical education should begin with a thorough health examination. From the findings of the examination, students are usually put into two groups: (1) those who are free from all physical defects or other limitations and who can benefit from the regular activity program for the majority of the students; (2) those exceptional students who have physical disabilities or other limitations and who can benefit from a modified program adapted to their limitations and individual needs. This modified program is usually referred to as "adapted physical education."

The adapted physical education program is defined as a "diversified program of developmental activities, games and sports, suited to the interests, capacities, and limitations of those who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general program."² The purpose of this program is to overcome a handicap as well as to educate the student in physical education. The assignment to classes is determined by the judgement of the teacher and the medical adviser at the time of the examination. Medical supervision continues as the student participates in the program. The scope of adapted physical education includes the activities found in the regular program except for special therapeutic exercises prescribed for specific individuals. In some cases special equipment is needed; however, the chief difference between this program and the regular program is the selection and use of the exercises and activities. In many cases the individual is returned to the regular class, depending upon the progress made in the adapted program. Motivation and safety are important factors in this program, and the teacher should have special preparation in this area of instruction. When this program is properly developed, any student who is well enough to attend school is well enough to benefit from physical education.

THE INTRAMURAL SPORTS PROGRAM

While they are learning and practicing the fundamentals in the basic program, both boys and girls are given opportunities to use their skills in game situations. This program, called intramurals, takes place "within the walls" of the secondary school and is voluntary for the participants. It is a laboratory where students can try out their skills and enjoy game participation. Since not many students can be on the interscholastic athletic teams, intramurals provide an opportunity for large numbers of students to realize the values of wholesome competition. The intramural program has been refined to a point where it is a quality educational experience. So conceived, it provides for good officiating, supervisory instructional services, and practice periods.

The scope of the intramural program has been expanded so that educational and recreational goals are achieved. Formerly the emphasis was placed upon the activities of the interscholastic program. Today, however, the program is broadened to include many sports which can be used for physical recreation. It is broad enough to take care of individual differences and stimulating enough to interest large numbers of students. A balance of activities, first taught in the basic program, is maintained. In the seventh, eighth, and ninth grades, a greater emphasis is given to the team sports. After the ninth grade, more attention is given to the individual, dual, and recreational sports.

² The Committee on Adapted Physical Education, Therapeutic Section of the American Association for Health, Physical Education, and Recreation, 1950.

The intramural program is an integral part of the broad physical education program. To achieve the objectives of physical education, leadership directs the intramural program, facilities are provided, time arranged, and students classified for effective participation. Interest is maintained by scheduling activities in appropriate seasons, by recognizing individual and team winners, and by keeping competition as even as possible. Excellent opportunities are provided for student leadership in planning, officiating, coaching, and directing all aspects of the intramural program. Group consciousness and cooperation are developed, for each participant represents a class, a club, or a designated team.

THE EXTRAMURAL SPORTS PROGRAM

A more recent development in physical education is the development of the extramural program in secondary schools. Competition is provided for participants from two or more schools, community centers, industries, clubs, or other community groups. This program differs from the interscholastic athletic program in that competition is arranged for students regardless of skill. The purpose of the extramural program is identical with other aspects of physical education except that a social emphasis is provided because a wider geographical circle of students is created. This program does not involve seasonal schedules, leagues, league championships, divisional play-offs, or other highly organized procedures.

For boys and men, this program usually provides a higher level of competition than that in the intramural program. As such, it represents an extension of the intramural program. One or more of the champion intramural teams or an all-star team selected from the intramural program in a sport will travel to another school to compete with similarly selected teams on a more or less informal basis. In some cases schools have organized an intramural sports festival where the various intramural champions from a number of schools compete in a number of sports. The advantage of this type of competition is the flexibility provided for certain students. The school may not be able to provide for a certain sport but, if interest is present, a team can be organized to compete at another school. Other students, for one reason or another, may not be participating in the interscholastic athletic program and can benefit from this form of competition. This plan provides a program for these students.

For girls and women, the extramural program includes a wide variety of sports and games usually found in the intramural program. It is organized as play days, sports days, telegraphic meets, and informal invitational events. The play day is organized by forming color teams or play day teams from representatives of the participating groups. The school or group loses its identity, and hence, one school is not competing against another school. The play day includes competition between teams, events where large numbers can participate at one time, individual and dual sports when challenges are made by color representatives, and a social

get-together following participation. Sports days are organized by bringing various groups or schools together, but in this arrangement each group maintains its identity. In telegraphic meets, the results of participation are compared by mail or wire. Informal invitational events usually include a game, match, jamboree, or symposium.

The extramural program is arranged to complement and supplement the intramural program. The activities grow out of and are similar to the activities in the intramural program. The extramural program is developed for the best interests of the student. An emphasis is placed upon participation, cooperation, and the happiness derived from playing together. Many of the undesirable practices and pressures found in some of the highly organized interscholastic programs are eliminated. In some cases points are awarded to winning teams, but long schedules, championships, and extensive elimination tournaments are avoided. The program is replete with opportunities for student planning, direction, and leadership.

THE INTERSCHOLASTIC ATHLETIC PROGRAM

Growing out of the intramural and informal extramural programs is the interscholastic athletic program for both boys and girls. This program is designed for the physically gifted student and represents the highest level of competition in physical education. The purposes of the interscholastic athletic program are consistent with the purposes of all physical education. Skilled individuals in one school compete with skilled individuals in another school. A regular schedule is usually carried out in an organized league, with the results of each game counting toward a team's standing and the declaring of a champion. To some, this aspect of the physical education program is more interesting than the other aspects because of the rivalry developed among schools.

Since this program is the most controversial of any of the aspects of physical education, some of the crucial issues are discussed in a later section of this document. It is believed that girls can benefit from interscholastic athletics in the same way as boys. According to a report which deals with the girls program, "A school may consider arranging interscholastic competition provided the rest of the program is not jeopardized and the conditions listed under the extramural form of competition above are met."³

The scope of activities of the interscholastic athletic program should parallel the activities of the intramural and extramural programs. All students with superior skills should find a place in this program, and there need be no detrimental effects to the other aspects of physical education.

SUMMARY

It becomes evident that the program of physical education is a vital force for education. It is well organized and properly balanced to provide

³ *Standards in Sports for Girls and Women*. Washington, D.C.: Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation (NEA). 1958.

the development of all aspects of personality, including the mental, physical, emotional, and social. The experiences are arranged to provide for sequence and continuity and, therefore, there is a place in the program for all students, including the handicapped. Provision is made for coeducational activities and, with a flexible program, the interests of all students are met on an efficient and economical basis.

Since many students do not finish the high-school program and since the decade for skill learning is from four to fourteen years of age, the junior high-school program is arranged to orient the students to a wide range of activities. After this orientation period, where interests have been developed, the high-school program provides opportunities to refine and perfect the skills assisting the individual to enjoy himself in physical recreation. Every student, on leaving the high-school program, should have developed for himself a plan for physical education for the rest of his life. The pursuit of excellence in physical education is as important as this pursuit in any of the curricular areas.

Scheduling Physical Education Classes

G. GORDON WOELPER

THE art of scheduling permeates a well-organized and well-administered physical education program. As an integral part of the whole educational program, the area of physical education requires the same precise considerations as accorded other areas. Sometimes, this established principle is either ignored or forgotten by the person responsible for scheduling classes to physical education. When the gymnasium becomes a depot for "left-over" students or those of diverse ages, weights, heights, and experiences *en masse*, the situation handicaps the effectiveness of instruction and attainment of health and physical education goals. Indeed, skill in scheduling is tantamount to the success of physical education in our secondary schools.

CLASS ORGANIZATION FOR STAFF REQUIREMENTS

The conscientious person gives careful attention in scheduling to the development of a class organization within the school. Here is the framework upon which is built feasible teacher-class assignments. In the majority of American high schools, physical education is offered two or three times weekly to assigned students. However, there are some schools that offer the subject daily to the same students. Regardless, the com-

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plement of teachers is determined by the sum total of all instructional periods allotted to classes for physical education divided by an accepted teacher work load, usually 24 or 26 periods weekly in a seven-period day.

However, some major factors related to class size, class composition, age and grade of students, physical facilities, personal traits, and professional qualifications of teachers affect final decisions concerning classes or groups of students assigned to teachers. Herein, the opinions of physical education personnel, *e.g.*, director, supervisor, and head of department, are extremely valuable in making final dispositions. Once these preliminary processes or procedures are accomplished, the task of scheduling classes or groups of students for physical education can be started.

CLASS OR GROUP ASSIGNMENTS TO TEACHERS

The proper utilization of staff personnel in the physical education department fosters good student-teacher relationships and desirable educational outcomes. Since a responsibility of a principal is to evaluate the teaching efficiency of the educational staff, he is aware of exigencies wrought by weak teachers and contributions made by strong ones. Similarly, educational data concerning students, including achievement records, test measurements, attendance, and conduct records are available to him for study and use in the assignment of students to various teachers. No one teacher should receive all the best or poorest students. A balance in the distribution of classes or groups of students to physical education teachers is most desirable.

How many students should be assigned at one time for physical education? This depends largely on the number of teachers and physical facilities that are available. Wherever auxiliary stations or rooms exist in close proximity to the regular gymnasium, the opportunity to assign larger groups of students is accorded to the person making the schedule, provided staff personnel can be employed without overloading teaching schedules. When adequate physical accommodations and equipment are available, a maximum assignment of 90 to 100 students to four physical education teachers at one time may seem reasonable. However, a proper distribution of the work load among teachers argues strongly for an assignment of 50 to 60 students to two staff members for an instructional period. Then, the work schedule of teachers can be proportioned nicely between teaching, lunch, and free periods daily.

Of relative importance to the size and composition of student groups assigned for physical education is the age and grade status of these students. New students in a school are to be kept intact, when assigned for physical education. In a four-year senior high school, new ninth-grade students should be assigned by classes or groups to physical education teachers. In a three-year senior high school, new tenth-grade students

should be assigned similarly. These youngsters benefit materially from a planned orientation program, as well as an education program offered in sequential order for the promotion of health and physical growth. The homogeneity of the group permits graded activities that meet the general interests, physical needs, and abilities of the majority. The exceptions (over-aged or retarded students) can be assigned to special programs or to other classes in keeping with their physical status and abilities. Briefly, students in other grades, eleventh or twelfth, are to be assigned for physical education wholly by grade status rather than mixed into a heterogeneous "pool" of different grade levels.

PUPIL-TEACHER LOAD

In administering classes or groups of students to teachers, the person making the schedule should equalize the number in each teacher's schedule. This is possible when careful attention is given to the size of various grade groupings being assigned. Groupings of more than 35 students reporting for physical education at one time usually require the services of two or more teachers. Each teacher is responsible for a portion of the students assigned. The division of the enrollment is made on the basis of student needs, interests, and abilities, as well as age and grade level. Regardless of the number of visitations weekly to the gymnasium for instruction, *these same students are to be taught by the same teachers*. Ideally, these students should report for physical education instruction at the same period of each daily assignment during the week. As such, these students are figured in the total teaching load of the teacher.

Similarly, the same principle applies when three or four teachers are needed for larger groupings of students. Each teacher's pupil load is either one third or one fourth of the total enrollment. Under this plan there is teacher responsibility for the total enrollment, and also an equalization of the pupil load among teachers for greater effectiveness of instruction.

SUMMARY

In brief, an effective schedule for physical education classes embraces an adequate class organization and suitable staff personnel for the student enrollment; a knowledge of teacher and student abilities, as well as personal and physical qualities; an equitable distribution of the total work load among teachers; an assignment of students in groups relative in size to facilities for teaching, dressing, and showering; and relative to age-grade status and physical development; and an equalization of pupil-teacher load with due consideration for special academic and professional qualifications of teachers, as well as special abilities and needs of students.

The Principal's Responsibility for Supervision of Physical Education

CHARLES DALY

IN THIS age of sputniks, guided missiles, and interplanetary thinking, administrators must maintain proper perspective regarding budgets, curriculum, and staffing. If they do not, current hysteria may unbalance the long-range, sound thinking which is a "must" if our youth are to be properly equipped physically and emotionally as well as mentally for life in this space age.

Basic principles of pupil physical and emotional growth and development cannot be relegated to a minor ranking if we are to have individuals capable of functioning as contributing members of our way of life. The administrator must, more than ever before, establish continuous evaluation of his physical education program and see to it that the physical means are provided along with the personnel, to carry out the program adequately. On them rests the responsibility for placing physical education in its proper niche in the total school picture.

A basic understanding of the elements needed to reach the objectives must be accompanied by a determination to see to it that outside pressures do not divert funds, trained personnel, or facilities to the extent that important basic facets of the program are jeopardized.

This is where the administrator must give more than lip service support; he is the one who channels the educational dollar. It is he who makes the public understand that, in our democracy, it is essential that youth develop self-discipline in relation to the group, strength for both everyday routine and emergencies, stamina to allay undue fatigue, cardio-respiratory endurance for sustained whole-body effort, agility, speed, and skillful coordination. This is realized only under a well-planned and executed program.

NEED FOR EVALUATION

A frequent objective evaluation of progress in terms of pupil, community, and national need is necessary for judging the program's effectiveness. All too often this area of the curriculum does not get the objective scrutinizing of other areas. If the aims are worth the expenditure of time and dollars, and a good physical education program cannot be administered cheaply, then the methods and outcomes should, by appropriate yardsticks, render the same accounting as the academic areas.

The extent, manner, and zest of pupil participation may serve as one indication of the effectiveness of the program, but we seek more develop-

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mental outcomes than pupil-interest and enjoyment. This mandates evaluating techniques and devices that look beyond the obvious.

SCHEDULING AND STANDARDS

Scheduling by grades, a constant but seldom-achieved aim, should receive top priority. Otherwise, the program must be so compromised as to be almost totally ineffective. Progression in the development of the desired skills and attitudes cannot be achieved in heterogeneous groups. Administrators must stop passing over this problem; experience has shown that it is not as difficult a task as it seems.

The principal or supervisor, to be effective, must familiarize himself with the larger basic objectives of an acceptable program. It is his responsibility to see to it that adequate records are maintained for each pupil, showing growth and progress in physical fitness, knowledge and skill in appropriate activities, as well as social growth and good group relationships. Acceptable standards for measuring growth in these areas must be defined and pupil progress must be determined by acceptable performance followed by valid test procedures. The testing must follow instruction in each main area; otherwise, little real evaluation results.

The "relaxation period" concept of a physical education class runs counter to accepted practice. Without purpose, without specific direction, the mind and body regress. A physical education room is a laboratory, a preparation room, and a proving ground—all in one. Techniques for achieving desirable outcomes change in physical education as in other areas as a result of studies, experimentations, and resulting evolution of thinking—but the basic aims remain. No one has a copyright on the ideal techniques, but as long as the sights are focused on the several desired outcomes and adequate progress is evident in the attainment of these outcomes, then, and only then, can the principal rest assured that this all-important phase of child growth is being well administered in his school.

The several scales for evaluation, including Websters, Kurachek's (for beginners), Andersons, and the National Recreation Association's Leadership Standards are a few of the many at the principal's hand to use for critical objective analyses of the program in his school. Periodic application can measure improvement over a specified period, keeping in mind the "face validity" of each with regard to their common lack of all-conclusive validity, reliability, objectivity, and well-established norms.

The writer strongly recommends Chapter 14 of Larson and Yocom's *Measurement and Evaluation in Physical, Health and Recreation Education*¹ for the busy principal who seeks guidance to carry out his responsibilities more effectively without undue expenditure of time on research into the "how" of adequate evaluation.

¹ Larson, Leonard A., and Rachel D. Yocom. *Measurement and Evaluation in Physical, Health and Recreation Education*. St. Louis: C. V. Mosby Co. 1951. 507 pp.

Planning Physical Education Facilities¹

A DESIRABLE trend in school construction emphasizes co-operative planning. Since the indoor physical education plant is to house a physical education program, the physical education specialist should be a member of the building committee considering such construction. He is qualified to render invaluable consultant services of a functional nature.

AREA NEEDED

It is the responsibility of qualified leadership to utilize existing facilities to the best advantage. Nevertheless, certain minimum requirements are essential if the program is to function as an educational asset. Official standards for indoor playing areas must be met; suitable dressing, shower, equipment, and storage rooms are necessary; community use of facilities must be considered; and provision for spectator accommodations are required. Facilities are an outgrowth of the educational philosophy underlying the total curriculum.

Other considerations influencing the number of indoor teaching stations required are present and anticipated enrollment, size of classes, number of periods in the school day, frequency of class meeting, length of time for showering and dressing, and peak loads.

Combination gymnasium-auditorium—The combined name "gymnasium auditorium" implies conflict; school administrators and physical education personnel universally agree that such combination results in conflicts that are insurmountable. Some persons call this combination the "Jekyll and Hyde" of school buildings. This type of multiple-use should be studiously avoided.

PLANNING THE GYMNASIUM

Salient factors to consider in planning the gymnasium include:

1. Hard maple flooring which is resilient and non-slippery should be used.
2. Smooth interior walls should be of a height of ten or twelve feet.
3. Upper walls need not be smooth.
4. The ceiling should reflect light and absorb sound, and there should be at least twenty-two to twenty-four feet from the floor to exposed beams.
5. Windows should be ten to twelve feet above the floor and placed on long side of room.
6. Heating should be thermostatically controlled, radiators recessed with protecting grill or grate if placed at floor level.

¹ This chapter is adapted from *Administrative Problems in Health Education, Physical Education, and Recreation*, published by the American Association for Health, Physical Education, and Recreation in 1953 and now out of print.

7. Sub-flooring should be moisture and termite resistant and well ventilated.
8. Prior consideration must be given concerning the suspension of apparatus from the ceiling and the erection of wall-type apparatus.
9. Mechanical ventilation may be necessary.
10. Proper illumination meeting approved standards and selectively controlled for various activities must be designed.
11. Floor plates for standards and apparatus must be planned, as well as such items as blackboards, electric clocks and scoreboards, public address system, and provisions for press and radio.
12. Floor markings for various games should be placed after prime coat of seal has been applied and prior to application of the finishing coats.

Auxiliary gymnasiums or teaching stations. A well-balanced program, with utilization of area, requires a larger number of playing areas in contrast to one large single floor space for all activities. Such auxiliary rooms (30 ft. x 50 ft. x 24 ft. or preferably 40 ft. x 60 ft. x 24 ft.) are used as additional teaching stations for such activities as apparatus and tumbling, wrestling, dancing, fencing, correctives, games of low organization, and other games requiring less space than basketball. The proposed use of such rooms determines the special equipment necessary and also the storage requirements for such items as piano, phonograph, mats, apparatus, standards, mirrors, and others.

All-purpose room. This designation applies to a multiple-use room to house activities not specifically provided for elsewhere. Properly planned, these rooms represent an economical use of space for a variety of purposes, such as dramatics, games, social purposes, club activities, parent-teacher association meetings, music activities, and group meetings for the general public. Proper planning includes storage facilities for each group utilizing the space, flooring that withstands heavy wear, noise-control by semi-detached location and sound-absorbent walls and ceilings, lower walls of non-abrasive materials, natural cross ventilation, adequate lighting and an outside entrance so that it may be used as an independent unit of the building. This type of facility is more appropriate for elementary-school use than for secondary-school use. If provided in the secondary school, it should be considered as a supplementary teaching station and not as a substitute for the space required for the indoor physical education program.

Spectator seats. In an effort to solve the problem of spectator seating without encroaching upon functional activity area, many schools are installing folding, rollaway, or telescopic bleachers. These types of seating, when not in use, are folded or recessed into wall spaces, thus affording considerably more space for activity. The "double-decker" gymnasium is a comparatively recent innovation in effecting usable area

with adequate provision for large seating capacity. Where permanent balcony seats are planned (contrary to recommendations by authorities), it is possible to use space under the balcony for such facilities as dressing rooms, showers, equipment, storage, offices, and concessions.

PLANNING THE USE OF FACILITIES

Wise administrative planning facilitates better and more widespread use of existing facilities. Electrically operated folding partitions create two teaching stations on a single area (canvas and net partitions are less costly but less effective). Dances and other social affairs are possible without damage to the floor if proper safeguards are taken. Proper location of the gymnasium and service areas facilitates use by community groups without recourse to the main building, assuring easier supervision and less utility, maintenance, and custodial expense.

The administrator must concern himself with equitable use of facilities in the several phases of the program: instructional, intramural, and interscholastic. Also there should be no discrimination in the use of facilities in the program for boys and girls.

LOCKER AND SHOWER ROOMS

Locker and shower rooms should not be placed in the basement. Direct outside windows are highly desirable. If it is necessary to place them below the gymnasium floor, outside windows may be effected by raising the gymnasium half a floor level. This unit should be readily accessible to the gymnasium floor, natatorium, and outside playing areas. The flooring should be impervious to water, non-slippery, and easy to clean. Lower walls should have similar qualities. Ceilings in the shower room should be dome-shaped to shed water; plaster should not be used unless thoroughly waterproofed.

Vapor-proof fixtures should be specified. A satisfactory standard for shower heads specifies one for four boys and one for three girls at peak loads, placed four feet apart. Liquid soap dispensers placed between showers are most commonly recommended. If plumbing is not recessed, it should be placed high enough to present no hazard to bathers. Gang showers are the most practical; however, a few individual showers are recommended. The trend for girls dressing-showering accommodations is toward facilities similar to those for boys. Moisture-laden air should be mechanically exhausted from this unit.

The size of the locker room depends upon peak load usage and the type of costume control utilized: individual lockers, locker-basket, or dressing locker-storage lockers. Ease of administration indicates one main dressing room for each sex, plus smaller dressing rooms for special purposes (athletic teams, community use, faculty, *etc.*) Other necessary equipment includes mirrors, fixed benches, bulletin boards, towel racks,

and hair dryers in the girls unit. Mechanical ventilation of lockers is highly desirable; it is a necessity if natural ventilation is insufficient.

SWIMMING POOL

The swimming pool should be located on or above the ground level in a southern exposure, and should be placed so that the dressing-shower units in the gymnasium may serve both facilities. The most practical shape for the pool is rectangular; a minimum length of seventy-five feet is recommended, the width being a multiple of seven feet, with a minimum of thirty-five feet. Three depth zones are necessary in the all-purpose pool: shallow for beginning swimmers, intermediate for general swimming, and deep area for diving. Approximately 60 per cent of the pool should not be above the heads of the majority of students for whom the pool is constructed. Entrances and exits leading from shower rooms should be placed at the shallow end. A desirable feature is a movable bulkhead to divide the pool into separate instructional areas and for interscholastic competition. Ladders should be recessed in sides of pool. Seating for spectators should be arranged so that there is no traffic on pool decks.

Smooth, glazed, light-colored tile is recommended for pool floor and walls. Lanes and other markings should conform to official standards and be in contrasting colored tile for ease of visibility. Decks and lower walls of the room should be impervious to water, non-slippery, and easy to clean. To prevent condensation, walls should be insulated, there should be free circulation of air, and the room temperature should be two to five degrees higher than the water temperature. Ceiling heights and greatest water depth are governed by the height of diving boards. Skylights are not recommended.

Maintenance of Physical Education Facilities

JOHN W. LEWIS

A GOOD program of physical education requires suitable facilities both outdoor and, in most climates, indoor, if the program is to be successful. Such facilities must be properly maintained. The cost and effort required for such maintenance can be greatly reduced if maintenance experience is reflected in the planning and design of these facilities and if proper methods of maintenance and operation are followed. In the

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discussion of the topic, climatic factors must be kept in mind and any generalized recommendations modified to suit geographic and climatic differences.

MAINTENANCE OF OUTDOOR PLAY AREAS AND PLAYFIELDS

In areas where mud and snow at times restrict the use of playfields, a part of the grounds should be given an impervious surface such as asphalt or other bituminous material having a proper base to suit the local conditions. In some places other methods such as soil fixation may be used, but trouble may be expected unless conditions are right and the contractor fully experienced.

Grass playfields, in general, are most satisfactory, if they can be maintained. If the playfield has heavy use, the site should be large enough to permit some rotation in the use of various areas. Where play areas are small in relation to the density of play and use, attempts to maintain turf are bound to fail. On congested city sites, the greatest utility will be had by providing an asphaltic surface to the whole play area.

The problem of erosion frequently renders many playfields unsatisfactory and difficult to maintain. Even fairly gentle slopes are likely to erode if the playfield slopes in one direction for a long distance. Where heavy rainfall is encountered, the volume of water builds up at the lower end of the slope with resulting heavy erosion. If conditions permit the maintenance of a good turf, this erosion will be greatly minimized. Where turf cannot be maintained and such a condition exists, it is difficult to maintain a proper playfield even with the continued large expenditure of maintenance funds.

When new play fields are being developed or old playfields redesigned and corrected, the principal can contribute to the planning greatly by a knowledge of a few basic principles of design. Some of these principles are:

1. New buildings must be designed to fit the ultimate contours of the site rather than the existing contours. In other words, the architect must plan his site development and coordinate this with the preliminary planning of the building.
2. Long turf slopes which would result in heavy volume of water at the lower side must be avoided. This may require shaping the ground on a "turtle-back" contour, with the ground higher in the center and sloping gently to all four sides, where the water is caught by a proper drainage system. In some cases sloping the field in two directions may be adequate.

On large sites where there will be many different play areas, and where there is considerable slope in the site, each of these play areas may be designed at a different elevation. This requires balancing each field by cutting from the high side and filling on the lower area.

3. Where playfields are set at different elevations, they must be separated by walls or slopes or a combination of walls and slopes.

4. All drainage should be picked up at the top of slopes. The only water which should run down the slope at the sides of a playfield is the water which falls on that slope. Such slopes should be as steep as possible and yet permit easy cutting of the grass. Where appearance is not a factor and where it is difficult to maintain on these slopes, they may be covered with a concrete slab, stained green.
5. Fences set at the edge of a playfield should not be placed at the line where the playfield and the slope meet. The fence should be set back at least two feet from the top of the slope creating a ledge or pathway outside the fences which slopes toward the playfield with a fall of not less than four or five inches. This will prevent the water from running over the slopes if drains are temporarily overtaxed. It will also prevent the erosion of the ground from around the concrete bases in which the fence posts are set.
6. The building should be set at an elevation which will permit sloping the ground away from the building.

Mastery of these simple principles and applying them in preventive maintenance will solve many a maintenance headache and will result in fields which will meet the needs of the physical education program.

Another troublesome point arises where the soil surface has a quantity of stones and gravel. These stones keep working to the surface and constitute a hazard. One remedy where the quantity of stone in the surface is excessive is to screen the entire area to a depth of approximately six inches. Where the percentage of gravel is very high, another cure lies in putting down a bituminous surface, or adding additional top soil at least four inches in depth.

Some additional suggestions regarding care of playfields are as follows:

- Principals should see that all areaways and drains are kept free from debris and open.
- Principals should control conduct of students to prevent climbing and running over slopes.
- Student pride in keeping grounds free from trash and litter will release custodial help for more useful work.
- Modern methods for maintaining good turf should be developed. Proper equipment should be provided for economic grass cutting, aerifying the soil, watering of playfields, *etc.* Proper choice of grasses and knowledge of good fertilizer practice are important.
- Where sites are large but not large enough to justify full mechanized equipment for each school, a centralized grounds force should be set up to move from school to school. This may be supplemented by the assignment of a grounds man to take care of the smaller items at each of the schools with sites large enough to justify it. In other cases, a custodial employee may be used.

MAINTENANCE OF GYMNASIUM FLOORS

Northern hard sugar maple as a surface for gymnasium floors is usually preferred by most schools. The greatest problems of maintaining such floors are buckling and cupping, "dry" rot, and termites.

Buckling is due to moisture conditions which cause the floor to expand and hence to bulge or buckle. Buckling is also more likely to occur if the floor and subfloor are improperly nailed when installed. Cupping is the curling or dishing in the separate strips of floor, which increases in strips wider than $2\frac{1}{4}$ inches.

So-called "dry" rot is also due to moisture conditions which accelerate fungus growth in the wood, which constitutes rotting. Rotting wood in turn becomes the favorite diet for termites if they are present in the area.

If a new gymnasium is being built or an old floor is being replaced, the principal or physical education teacher can prevent future trouble by bringing into the planning certain basic facts.

In fire resistive buildings, sleepers are laid on a concrete slab. The subfloor is laid diagonally on these sleepers and nailed at every bearing. The finished maple floor, usually $2\frac{5}{32}$ inch thick, is laid side and end matched, nailed at every sleeper. In most localities, it is usually a mistake to lay the concrete slab directly on the ground, even if a moisture barrier is placed below the slab. In such cases the upper surface of the slab is cold and moisture from the air will condense on the top surface of the concrete. Usually there is inadequate ventilation of the space between the concrete and the subfloor. Moisture is absorbed by the wood and rotting begins. Termites if present then come through cracks in the slab to infest the floor.

If the concrete slab is built as a structural slab with adequate crawl space below, the condensation is greatly reduced. This space, however, should be properly ventilated. If termites are encountered, crawl space permits ground poisoning of the termites by the saturating of all areas where termites come from the ground to the floor *via* piers, *etc.* with a mixture of one part creosote to three parts of kerosene.

Whether the slab is structural or laid on the ground, the sleepers and subfloor should be *pressure-impregnated* lumber. Arsenical salts, used in some trade-name products, or chromated zinc chloride, may be used for such impregnation. This will be an effective barrier against rot and termites in all such lumber. Another important point is that felt or paper, usually laid between a subfloor and finished floor, will increase the deterioration of gymnasium floors and should be omitted.

Where buildings are not fire resistive, the structural floor may be built on masonry piers with wooden beams and joist for substructure. Additional protection against deterioration may be had by pressure impregnation (with creosote) of these structural timbers. Creosote impregnation should not be used for the subfloor.

Failure to apply the information outlined above has rendered the gymnasium floor dangerous and unsuitable in a new high school visited recently. It will have to be corrected at great expense. When such a correction must be made, only "know-how" will prevent a recurrence of the same condition.

No instructions relative to the proper method of sealing gymnasium floors are included here, since these are readily available. One suggestion only might be given; viz., to reduce the quantity of seal for a few inches around the edges or in areas where there is practically no wear. This will reduce darkening of these spaces.

In caring for gymnasium floors, a treated wide mop (42" to 48") will permit frequent cleaning without excessive labor. Frequent cleaning will prevent sand, etc. from being ground into the surface.

Some schools improve the surface for dancing by use of a mixture of coarse-ground corn meal and pale oil of paraffin. (Most commercial products for treating mops will be satisfactory instead of oil of paraffin.) To make a large quantity—i.e., the amount which can be mixed in a 55-gallon drum—300 pounds of coarse-ground corn meal should be mixed thoroughly with one gallon of pale oil of paraffin. Smaller quantities may be mixed in this same proportion. It is important not to use too much oil. This mixture may be sprinkled on the floor by using a quart jar with holes punched in the metal top. Approximately one pound is usually sufficient for a dance in the average gymnasium. After the dance, the powder should be removed from the floor with a treated dry mop. This mixture should be kept in plastic bags or other containers which will not absorb the oil or permit the corn meal to dry out before using. It should be kept from rats or mice.

SHOWER AND LOCKER ROOMS

The extent to which lockers become a maintenance problem is determined largely by the extent of vandalism. In some buildings the problem is exceedingly heavy. The cure lies in building in the student body a sense of pride in the school and a cooperative attitude in preserving its property. The same logic applies to soap dispensing equipment.

Theft by forcible entry to lockers with corresponding destruction of doors can be reduced only by close cooperation of the student body, supplemented by supervision.

One caution which may be given with reference to master keyed combination locks is to avoid any lock for which a student might make a master key by dissecting his own lock.

Since this section deals primarily with maintenance, no data regarding cleaning or other operational procedures are included, except the comment that the same care and attention should be given to showers, locker rooms, and gymnasiums as are given to other instructional spaces.

SAFETY AND INSPECTION

The principal should place upon the teacher the responsibility for inspecting equipment and reporting any safety hazards or needed repairs. This should be supplemented by spot checking by the principal or his authorized representative.

PROBLEM OF BUDGET

Probably the greatest problem in any aspect of school maintenance is that of the budget. With the pressure of all important school needs and the opposing pressure for low budgets, there frequently will remain some large cuts which must be made in the budget. When the going gets rough, the easiest target for the final cut is usually the maintenance item. The public, and school administrators also, must be educated to the fact that it is poor business to expend vast sums for new equipment and not maintain it in safe and usable condition.

Use of Physical Education Facilities

GREYSON DAUGHTREY

THE large increase in enrollment of the physical education instruction program, the expansion of community activities, broadening of the athletic program, and the tremendous growth of intramurals have placed heavy demands on the use of physical education facilities. In many instances gymnasiums and playfields are in full use from the early morning through the late evening hours. Probably the one trend that places heavy demands on the use of facilities is the broadening of community programs. The changing concept of the school plant as an exclusive facility of the school to the point of view that it is community property and should be used around the clock plays an important role in the use of school facilities.

As the demands for use of physical education facilities increase, the need for planning, supervision, and scheduling become obvious. The larger the program, the greater the need for careful planning in order to prevent conflicts and misuse of the facilities.

ESTABLISHING THE POLICY

Although the principal is the executive officer of the school, he is responsible to the superintendent and school board for all activities and matters where the school is involved.

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School programs and activities are subject to state and local restrictions and regulations. This fact necessitates the joint planning of all school activities by the principal and the superintendent. In small systems with few schools, the joint planning should be between the principal and the superintendent. In large systems the principal delegates his role to the supervisor or director of health and physical education.

All school functions, including use and supervision of facilities, should be governed by definite policies. In the area of use of facilities, such items as rental, who should use the facility, what program has priority, hours of use, and supervision should be clearly outlined and approved by the school board. Throughout all of this planning, the principal and supervisor should work together in establishing plans and policies that will provide for the best use of the facilities.

PRINCIPAL'S RESPONSIBILITY FOR ENFORCING POLICY

When policy has been established and approved by the board, the principal is responsible for coordinating the use of the facilities, preventing conflicts by various groups, and keeping the various programs in their proper perspective.

The Physical Education Program. In most instances the policy of the local school boards is to include physical education as an instructional area in the school curriculum. Facilities are designed primarily for the instructional program in physical education. The principal is responsible for providing the use of the facilities for the instructional program without interference from other groups or programs. This point of view should be set up in the original policy and approved by the school board. Many programs in physical education have deteriorated because various groups have usurped the use of facilities, placing the instructional program in a frustrating role. An illustration of this is the conflict between the instructional physical education program and the athletic program. In many instances during the last two periods in the day, members of the various teams stream through the physical education class to dress and in many instances completely take over the periods for practice. This type of conflict should and could be prevented by proper planning. The principal is responsible for this coordination.

The Athletic Program. Athletics are co-curricular activities and should be organized as such. When athletics assume their proper perspective in the school program, not only do they receive more support, but the overall results are also better.

The Norfolk City Public Schools, Norfolk, Virginia, has nine inter-scholastic sports (football, basketball, cross country, wrestling, track, baseball, tennis, golf, and swimming) coached by qualified coaches who are members of the faculties of the individual schools. In no instances is there a conflict between any sport and the instructional program where use of facilities is involved. This is due to the placement of the athletic

program in its proper perspective as cocurricular activity, and all practice occurs after school. The physical education classes receive the same attention and consideration as other academic subjects in the curriculum. The principal is responsible for enforcing this policy.

Community Program. In many instances the community recreation program uses school facilities for their programs. Definite policies should be established stating the responsibilities of the groups using the facilities, hours they may use the facilities, and who is responsible for supervision of the group. The principal should be familiar with these programs and policies and should coordinate them in such a manner that all conflicts will be prevented.

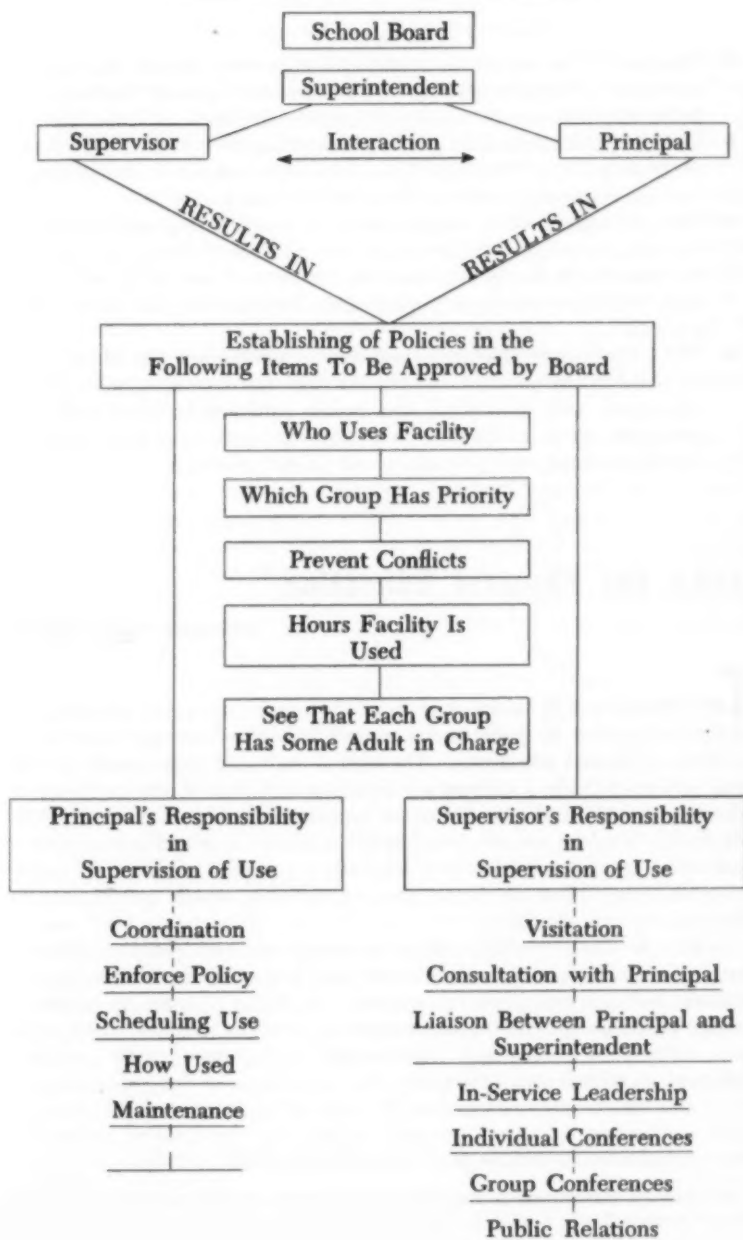
Intramural Program. Intramural activities are an extension of the class instructional program in physical education and should be given their proper perspective in the use of facilities. In formulating policy, a certain amount of time should be allocated for intramurals. Where there is a conflict between the intramural program and the athletic program, the principal and supervisor should, through conference, effect a change, allowing both groups to function without conflict. In most instances the intramural activity for a particular season may be changed and thereby prevent conflict. The principal is the key figure in effecting this policy.

Intraschool Conflicts. The physical education facility, because of its size and convenience, is sometimes used by various groups within the school for practices, assemblies, shows, and rallies. When this situation exists, the physical education program often suffers. It is the responsibility of the principal to prevent this type of conflict and to give the physical education program the same consideration that other instructional subjects receive. A class of forty boys and girls using the facility they are supposed to be using should not have to give up their instructional time because the area is convenient for use by other groups. Here the principal has his greatest responsibility.

RESPONSIBILITY OF THE SUPERVISOR

The supervisor's major role in the use of facilities is assisting in the formulation of policies. Supervisors or directors of physical education are specialists and spend a great deal of time studying the specifics pertaining to the program. A professionally dedicated supervisor keeps abreast of the trends by studying and by attending conventions. He is in the best position to know what should go into a program and the accepted policies in administering the program. The principal is in the best position to put these policies into effect, since he is in the school all the time and has the over-all concept of the entire school—curriculum, facilities, and personnel.

The supervisor does his best job in the role of the leader through in-service education, visitations with incidental suggestions, individual and group conferences, planning with the principal, and serving as a liaison person between the superintendent and the principal, and in the field of public relations.



SUMMARY

- Because of the expansion in physical education classes, community activities, athletic programs, and intramurals, greater demands are being made on use of physical education facilities.
- Definite policies should be made concerning the use and supervision of these facilities. These policies should be planned by the principal and the supervisor and approved by the board.
- The principal's chief responsibility is coordinating and enforcing the policies set up by the school board. The programs involved in the coordinate use of the facilities are instructional physical education, athletics, community programs, intramurals, and intraschool projects.
- The supervisor's chief responsibility is assisting in the formulation of policies. In addition, he should take the initiative in in-service education, call individual and group conferences, plan with the principal, serve as the liaison person between the school and the superintendent, and promote good public relations.

Credit for Physical Education

EDWARD MASONBRINK

TO GRANT credit is one way, and the most commonly accepted, in which recognition is given and a record is kept of accomplishment on the field of formal education. Through a series of experiences, in the same or varied fields, a student accumulates a record of accomplishment. When the quality and quantity of an experience reaches a predetermined standard, a grade is recorded and credit is given. High-school courses of study lead toward a goal which requires a specified number of credits for graduation. Most often the areas or fields in which credits may be obtained are also specified.

In schools where multiple diplomas are given, and definite course of study standards must be met, a credit may be accepted for one type of diploma but not accepted for another. In these schools, to receive a college preparatory diploma or recognition, certain required experiences must have been successfully encountered and proper credit received. Different standards are established for a diploma or for recognition in other courses of study. However, through all of these courses of study, there are certain basic requirements which must be fulfilled before any type of diploma is given or graduation standards are satisfied.

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CHANGING OPINIONS AND REQUIREMENTS

Over a period of time, conditions have changed and different attitudes toward the responsibility of the secondary school have prevailed. These brought varying opinions concerning what is basic and what should be required for graduation. Throughout the gamut of changing opinions and requirements, there has remained a subject matter core which has been generally accepted as fundamental. This core includes English, mathematics, science, and social science. Not always the same quality or quantity has been required, but all have been present to some degree. There has been some experimentation in which all of the more-austere type of credit requirements were abolished, and students were given a liberal choice during their four years of attendance. At the end of the four-year period, a diploma was given which indicated the type and quality of work which the student experienced. Grades and credits served as a record of experiences.

Some have subscribed to the point of view that the importance in high-school experiences was in the degree of success rather than in the type of experience. Others have never deviated from the importance of English, mathematics, science, social studies, and foreign language requirements. The Conant report¹ has recommended an individualized program in which labeled programs or tracks would be eliminated. There would be a minimum required program for the academically talented and for those seeking employment skills, but, beyond that, each student's program would be individualized.

The Research Division of the National Education Association,² in 1958-59, conducted a questionnaire study of high-school diplomas and graduation requirements.³ Of the 866 usable replies to the questionnaire, almost 80 per cent reported that they had only one required course of study for graduation, although others reported from two to six. The study further shows that the unit of measurement used for credit requirement is the Carnegie Unit and 80 per cent require an average of 16.5 units. Of these, 9.7 are in specified subject fields and 6.8 are in elective. It is interesting to note that English is required by all, while mathematics, science, and social studies are required by nearly all. Credit in health and physical education is required by more than 60 per cent and the average number of units required is 1.1.

To the question of whether there were any changes made relative to graduation requirements in the last five years, over half the replies indicated in the affirmative. Increased requirements in mathematics, science, English, and social studies lead the field with health and physical education fifth to a lesser degree. However, when indicating new re-

¹ James B. Conant. *The American High School Today*. New York: McGraw-Hill Co., Inc. 1959.

² National Education Association, Research Division. "High-School Diplomas." *Research Bulletin* 37: 114-15; December 1959.

³ National Education Association, Research Division. "High-School Graduation Requirements." *Research Bulletin* 37: 121-27; December 1959.

quirements, health and physical education ranked closely after English and mathematics.

STANDARDS AND VALUES

In order for a credit to have meaning, it must be supported by standards of quality and quantity. The most commonly understood credit is the Carnegie Unit defined by the Carnegie Foundation for the Advancement of Teaching. Health and physical education meet the requirements defined in the Carnegie Unit. Every acceptable program in physical education has aims and objectives, and progress toward the achievement of these aims and objectives can be measured. Sound educational procedure sets goals and specifies standards which must be met in attempting to arrive at these goals.

There are tests and measurements which can be used to evaluate and appraise the quality of experiences encountered in the physical education program. The areas in which levels of accomplishment are most frequently evaluated are organic functioning, motor skills, knowledge and understanding, and adaptation or adjustment. Tests in physical education are not ends in themselves, but, as in any other educational experience, they are used for guidance, placement, organization of material, and measurements of progress and achievement. With this in mind, a student can be given meaningful grades and these in turn utilized to give value to credit.

INTEGRAL PART OF EDUCATION

Physical education is an integral part of education and makes a unique contribution to the general goals of education as found in the Cardinal Principles of Secondary Education.⁴ It is not difficult to understand the significant role which physical education plays in the objectives of education as set forth by the Educational Policies Commission.⁵ It behooves the administrator to realize the nature and extent of the contribution which physical education can make to the total educational program. He should know the specific goals of this phase of the total education and that there are positive ways to determine the degree of accomplishment toward these goals. To this extent, grades can be given and credit determined.

The laws in many states require the inclusion of physical education as necessary to meet the standards for graduation. Unless the program in physical education is given adequate facilities, competent teaching, and a place of dignity among the experiences of the student in school, the total educational program will be inadequate to meet the needs of our present society. Therefore, physical education can justly receive credit and deserves a place among those experiences which are required for graduation.

⁴ U.S. Office of Education Bulletin, No. 35, p. 11-15. Report of the Commission on the Reorganization of Secondary Education, National Education Association, 1918.

⁵ Educational Policies Commission. *Purposes of Education in American Democracy*. Washington, D.C.: The Commission, National Education Association, 1938.

Substitution in the Curriculum for Physical Education

RUTH ABERNATHY

THE issue of substitution of one phase of curriculum for another is becoming increasingly crucial, and consequently will require from administrators and teachers a wisdom for adequate resolution that has not always been evident. For example, it has been said that no one in the school district can abrogate legal requirements. And yet, the physical education teacher who feels that the answer to the question of substitution of something else for physical education is automatically *no* because physical education may be required by law has missed the real significance of the question. Similarly, this is true of the administrator who feels that because some exercise is involved, band or cheerleading can and should be substituted for physical education instruction.

WHAT ACTIVITIES ARE SUBSTITUTED FOR PHYSICAL EDUCATION?

The activities most commonly substituted for physical education are varsity sports, military training, music activities (band, marching, drill), driver education, and cheerleading. Medical excuses, pressure from coaches, lack of facilities, and lack of time in the school day are all common causes of substitution, as well as the less common religious objections and parental excuses.

However, there are some less obvious reasons for proposing substitutions, and these can obscure a realistic appraisal of the problem. They are sometimes considered to be the issue rather than the real question, which is *whether there are aspects of the curriculum that contribute with relative value in like areas to like goals for all pupils.*

WHY ARE SUBSTITUTIONS PROPOSED?

In some instances in which substitution is proposed, personal bias may be the reason for the proposal. The administrator or teacher may have had an unfortunate personal experience as an adolescent; or, on the other hand, the principal may have been an "early developer" who felt adequate with his body and who achieved success with his peers because of early maturation and high athletic skill and who may have little emotional "understanding" of those who grew at a different rate.

Some recommendations for substitution may arise out of this personal bias, but may be concealed in a limited view of objectives. For example, some teachers and administrators believe that if the student can make a

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high score on a strength test, then this is evidence that he can substitute something else for physical education. Others hold that, if the youngster is sufficiently skilled in a game or sport, this is evidence that he does not need physical education. Others feel that varsity athletics provide sufficient experience as to breadth and depth, not to mention exercise, that directed physical education is unnecessary.

Some feel that any type of community participation involving physical exertion gives sufficient evidence that the goals of physical education are fulfilled to allow it as a substitution. It is obvious that any one of these views results from a partial understanding of program purposes.

Also, there may be programs in physical education that are sufficiently inadequate to make substitution reasonable and acceptable. For example, the program that is based solely upon the development of strength or skill or agility or athletic participation or any other single objective may well cause the administration to believe that substitution is possible and appropriate. This belief is fostered by teachers who are insufficiently prepared or who for one reason or another are unwilling or unable to examine programs for weaknesses and inadequacy. Programs that involve the same type of experience year after year, that do not allow for progression, that do not "stretch" the curiosity and ability of youngsters, that are poorly taught, or that overlook individual needs, may well lie at the root of recommendations for substitutions in a given situation.

A recommendation supporting substitution of other curricular experiences for physical education may arise, too, from a lack of understanding of the purposes of the program or a lack of demonstration that such purposes can and are achieved.

A proposal for substitution might arise from an inaccurate appraisal of pupil needs or an unrealistic weighing of relative values on the part of administrators, teachers, pupils, or parents. An example would be the youngster who feels highly uncomfortable in a skillful group or who is unhappy because he is inadequately prepared to participate at a level acceptable to others.

A parent who has distorted ideas about preparing his youngster for the future might well feel that *time* is the most important single consideration, forgetting that time is relative, and that for the adolescent a balanced experience is probably the wisest course.

Sometimes teachers and administrators may decide that a youngster who is not progressing in keeping with their expectations may need something else more than he needs physical education without attempting to find out what kinds of experience would help the youngster achieve more satisfactorily.

Then, too, there are schools in which there are unrealistic disciplinary practices. For example, a youngster fails a course and must add it to his class load, deleting opportunities for physical education, music, art, or

related areas of the curriculum. If his citizenship scores are low, the things that seem to give him most satisfaction are taken from him; or if his grades are slipping, he is penalized by being taken out of the thing that he wants most to do.

HOW SUBSTITUTION MUST BE EVALUATED

In some ways, this issue of substitution is somewhat related to the issue dealing with excuses from physical education. The problem may be that a broad offering of activities and wide range of contribution may mask an inadequate program and may distort the values, which in turn will make it impossible to justify continuation of the physical education experience for some students.

In final analysis, it would appear that there is evidence in our society that youngsters do need the opportunity for some type of periodic physical activity, that they do need the opportunity for "conditioning," that fitness is not to be ignored, that sports and games are a part of our cultural heritage, and that recreation as a re-creative force in maturity should be of real concern to many areas of the school curriculum.

If we accept for schools an ideal of providing opportunity for pupils of many different abilities, of providing special experiences to meet their various interests and needs, and of insuring some experiences in keeping with common developmental tasks, then *any* substitution for physical education would require a careful appraisal before it could be considered as an alternative.

RECOMMENDATION ON SUBSTITUTION

A recommendation on substitution contained in *Physical Education—An Interpretation*, asserts this same point of view: "Participation in musical organizations, driver education, or military training should not be permitted to serve as a substitute for instruction in physical education, since the specific objectives and the means of attaining the objectives of each differ widely."¹ This recommendation has been reaffirmed by participants in the *National Conference on Fitness of Secondary-School Youth*.²

ROLE OF THE PRINCIPAL

The principal who perceives one of his major roles as that of educational statesman and leader in these days of recommended change toward larger or smaller classes, toward richer or narrower curriculums has many decisions to evaluate in terms of ultimate outcome. It is on such issues as substitution and the like that the next directions in public education may well be based. The wise leader who can stimulate the staff to

¹ American Association for Health, Physical Education, and Recreation. *Physical Education—An Interpretation*. Washington, D.C.: the Association, 1952. P. 6.

² American Association for Health, Physical Education, and Recreation. *Youth and Fitness*, a report of the National Conference on Fitness of Secondary School Youth, December 1958. Washington, D.C.: the Association, 1959. P. 30.

the most creative teaching and planning, the courageous educator who can help the community see the wisdom of careful exploration of alternatives can do much to insure high quality of education for the future.

Young men still must go into the armed services; young people still must be comfortable with their bodies and reasonably skilled in movement; vigor is still a priceless ingredient; and even the aging must be active. If goals are carefully examined, there is little evidence that any phase of the school curriculum will substitute adequately for physical education if the program of physical education is a sound one. As has been said "If we rely on other things being equal, we need to remember that they are not."

Excuses from Physical Education Classes

GEORGE I. WERNER

PHYSICAL education should be required for all students in the secondary school. Various systems require students to take physical education for two, three, or four years. Physical education is usually scheduled two or three periods per week. In some schools it is offered daily.

One of the administrative problems which must be solved by the principal and the physical educators is that of excuses from physical education classes. An excuse may be requested for an extended period of time or it may be the day-by-day requests for a student who is in attendance at school to be excused from the class for reasons such as illness, lack of a uniform, athletic team membership, *etc.*

SCHOOL POLICY NECESSARY

It is essential that the principal assume leadership responsibility for the development of a school policy on this matter. This policy should be drawn up by the principal and the physical education staff after study and consultation with parents, school physician, coaches, and students. The administrative procedures through which the policy is to be implemented should then be developed by the staff and approved by the principal. These policies and procedures then become the rules and regulations under which the department of physical education operate and should be known to all students and to other faculty members.

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The practices described here are suggested as guideposts¹ for the principal who wishes to develop a sound basis for handling the problem of excuses for physical education.

EXCUSES FOR LONG PERIODS OF TIME

The student who wishes to be excused from the physical education class for a period of time ranging from several weeks to a semester usually presents an excuse from the parent or from a physician. A good program of medical examinations for students can provide the basis for excusing students from physical education for reasons of physical disability. If such an examination system does not exist in the school, permanent excuses for long periods of time should only be granted upon receipt of a request from a physician.

The physician should use a form provided by the school for this purpose. Such a form should ask the physician to indicate specifically in what activities the pupil can or cannot participate, (active, moderately active activities, etc.). It should also ask the physician to indicate a time period for which the excuse is requested.

It is desirable to acquaint the physicians of the community with the physical education program and its purposes. Use of a form provided by the school helps to indicate to the physician the scope of the program.

Students who cannot participate in the regular program may be enrolled in an adapted program. They may also perform many worthwhile tasks in regular classes. These include attendance clerk, timer, scorer, and referee. Students given such responsibilities retain their social identity with their classmates.

Students who are post-operative cases and others who are recovering from serious illnesses should be excused from the program for periods indicated by the family physician. When their condition permits, these students should be entered in a corrective class or returned to their normal class upon written permission of the school nurse or the family physician.

Excuses for Athletes. It is common practice in some schools to excuse boys who are on athletic teams from physical education classes. "To be physically educated, the boy or girl must have developed skill not only in athletic events, but also in rhythmic and self-testing activities, and in such individual forms of sport as tennis, volleyball, swimming, and golf which may be used for leisure time pursuits."² If this description is valid, it is a disservice to the athlete to excuse him from physical education. However, students who are taking part in athletics may be excused from physical education classes on the day of a contest.

¹ Portions of this material are taken from a *Teaching Guide for Secondary Physical Education* to be published by Washington State Department of Public Instruction.

² Williams and Brownell, *Administration of Health and Physical Education*. Third Edition, Philadelphia: W. B. Saunders Co. 1946. P. 366.

Excuses Upon Parental Request. If physical education is a basic part of the curriculum, such requests for excuses should not be granted. However, laws vary from state to state in regard to a parent's right to ask that his child be excused from physical education. In regard to this, the school should have a policy which is in harmony with state law and the local school board's rules and regulations. *If the school has a good physical education program of which the students and community are proud, this type of excuse will not constitute a major problem.*

DAY-BY-DAY EXCUSES FROM PHYSICAL EDUCATION

Illness or Injury. If a nurse or a school physician is available in the building, that person should be responsible for granting daily health excuses to students. If not, the physical education teacher, must be responsible for this function. The teacher must exercise good judgement in the matter of excuses. Excusing a pupil who is in an early stage of illness safeguards both the pupil and the class. At the same time, the teacher must be alert to spot the lazy individual who uses sickness as an alibi with which to escape a physical education class period. In case of doubt as to the genuineness of a pupil's illness, the teacher should err on the safe side and excuse the pupil.

Specific plans for taking care of excused students should be formulated. Facilities for these students may be provided through a nurse's health room in the school, a restroom in connection with the school's administration unit, or a cot in or near the physical education office.

Menstrual Period Excuses. The problem of excusing girls for menstrual periods is handled in a number of ways. Whatever the method, a routine should be established and be thoroughly understood by the girls. Teachers generally advise girls who need it to engage in less intensive activity during their period. Those girls who seem to have more difficulty and who have requests from the school nurse, home, or their physician to be excused from the program during menstrual periods should be asked to dress for class and to observe the activity. Often, these girls will wish to participate in light or modified activities if they are dressed for class. In schools which have gang showers for girls, the teacher may find it advisable to send these girls in a few minutes early for their showers.

Girls who are scheduled for swim periods should be excused from participation during their menstrual period. It is advisable to have them observe the class in order not to miss out entirely on the lesson being taught.

Excuses for Lack of Uniform. Boys and girls sometimes forget to bring their physical education uniforms to school after taking them home to be laundered. A recommended procedure is to loan, or rent, to the student for a nominal sum, a clean uniform from a stock kept for that purpose. The school can build up such a stock by laundering lost and

found items which are unclaimed. This practice makes it unnecessary to grant excuses to students who have forgotten to bring their gym suits.

Excuses for Other School Duties. The same rules which prevail in the school for excusing pupils from academic classes for other duties should govern similar requests for boys and girls to be excused from the physical education class.

MAKE-UP WORK POLICY

The teachers should adopt a definite policy in regard to make-up work when classes are missed. This is a difficult problem to solve, since most teachers are so heavily burdened with classes that they have no outside time to devote to assisting with make-up work. Perhaps the best solution is to require no formal make-up for students who have excused absences. These students may be given special attention after their return in helping them master the missed work.

Selection of Physical Education Teachers

T. T. ABEL

PHYSICAL education teachers are among the few teachers in a school system who come in contact with practically every student in the school sometime during the course of their secondary-school experience. This is equally true of men and women teachers. By virtue of this fact, the selection and appointment of physical education teachers should be of major concern to administrators and school boards. Since teachers of physical education influence the lives of so many boys and girls, it is imperative that only the highest calibre of teachers with respect to ability, appearance, understanding, personal example in dress, morals, conduct, speech, and educational background should be employed.

To imply categorically that there is a foolproof method by which teachers of physical education or any other field can be selected is far removed from the actual practices which are in use today. Too often, however, teachers of physical education are appointed because of their prowess on the football field or basketball court with little attention paid to the influence which they might have on the larger student body. It is these instances of limited value that have aroused a storm of protest from administrators and the public alike. However, it is imperative that all men physical education teachers have a competitive athletic back-

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ground, as they will have coaching responsibilities in a great variety of schools.

CURRENT SELECTION PRACTICES

The increase in the practice of applying several different methods in the selection of teachers of physical education is becoming more and more evident. Some of the current practices which may be used singly or in combination are:

The Application Form. One of the first requisites for selection of a teacher should be the filing of an application form. Whatever the format, it should contain such information as, date of application; marital status; address; date of birth; height; weight; citizenship; constitutional or physical defects; present position; list of extracurricular activities in which he can help; scholastic preparation together with a transcript of his work, indicating elementary, secondary, college and graduate work; teaching experience; practical working experience; U. S. Armed Forces record; references—professional and character; and subjects in which the applicant is now, or is soon expecting to be, certificated. The Pittsburgh Public Schools have a fairly complete form (DPI-596).

When the application form is arranged to suit the individual needs of a school system, one has at hand an immediate screening device to eliminate many applicants who cannot meet state and/or local requirements for a teaching post. Such information as suggested will help fulfill the statements of Dr. A. C. Van Dusen, Vice Chancellor, University of Pittsburgh, who said in commenting about the critical contest between democracy and international communism:

The calibre of people we attract into the teaching profession and the quality of the professional preparation we give them will determine . . . who will win the competition. . . . It is my conviction that if our nation does not recognize the fundamental role of education in its total welfare and if we are not equipped to produce teachers who, as a professional group, will fully justify unchallenged eminence, then it is quite probable that those who happen to enjoy the highest prestige may do so in a second rate world power.¹

The application form gives a thumbnail sketch of the applicant. From it, many of the criteria set up by administrators in physical education for the selection of physical education teachers can be determined.

The Interview. In smaller communities, the interview is perhaps the second most commonly used technique. Most writers in the field are in accord in stating that the interview should be a planned meeting and not one which takes on a hit-or-miss aspect. It should be a situation in which the candidate has an opportunity to express himself on his philosophy and personal concepts. Writers in the field adequately vouch for

¹ Van Dusen, A. C., "The Education of Teachers-New Perspectives" *Pennsylvania School Journal*, 108: 209, January 1960.

this.² During the interview, the questions asked should be of such a nature that they do not embarrass the applicant about his personal life. The interview should afford an opportunity to evaluate such things as manner and appearance; sociability as determined by his participation in community life, school and social activities; recreational activities; friendliness; freedom from over-aggressiveness; emotional stability; professional concepts; and his personal philosophy with respect to teaching physical education.

The interview should provide an insight for the interviewers into the many characteristics usually associated with a good teacher as they apply to the candidate. There are some writers who advocate teacher participation on the interview committee.³ In many large cities, this is common practice. When the interview is planned, there must be some kind of objective evaluation for scoring the candidate, especially if there are many applicants. Most educators agree that the interviewing should be done by committees, and that these should consist of three or more members to obtain defensible evaluation.

The Demonstration Lesson. The demonstration lesson gives the administrator an opportunity to see the applicant on the firing line and in action. It is here that an observer can evaluate the personal skill of the candidate as well as his ability to handle a class. One of the greatest assets of a physical education teacher is to have personal skill in the activities which he is expected to teach. While there is some evidence that this is not necessarily so, it is the opinion of the writer that a teacher without ability to demonstrate has lost much of his effectiveness. Some school systems require a candidate to demonstrate personal performance ability. If at all possible, the candidate should be given a choice of teaching in his own school or in the community in which he is seeking a position.

As in the interview, the evaluation of the demonstration should be made by a committee. This committee should include a school principal and a specialist in physical education. It is likewise desirable that the candidate for a teaching position in physical education be required to teach several aspects of a well-rounded program in his demonstration lesson; perhaps a choice of three out of four areas would be fair.

Written Examinations. Many school systems use the results of the National Teacher Examinations, Educational Testing Service, Princeton, New Jersey, in evaluating the candidate's general professional background and his competence in a particular area of subject matter. There are many centers for the administration of these examinations. The applicant may take the examinations at any one of these centers and have his

² Siggelkow, R. A., "Are Your Interviews Losing New Teachers," *Nations Schools* 61: 52-4, April 1958; McIntyre, K. E., "How To Select Teachers" *National Education Association Journal* 47: 250-1, April 1958; Mintzer, C. W., "Plan for the Selection of New Staff Members," *National Association Secondary-School Principals Bulletin* 41: 46-47, December 1957; and Boroughs, Homer, Jr., "Selective Recruitment of Teachers," *Phi Delta Kappan* 37: 225-29, March 1956.

³ Pioghoft, M. E., "Teacher Participation in Selecting New Personnel," *Clearing House* 32: 301-3, January 1958.

scores submitted to the local school system. Since the National Teacher Examinations are standardized, they have certain obvious advantages. However, some school systems still prefer to use their own local examinations, while other systems use the General Teacher Examinations with a local examination in the area in which the candidate is applying.

Experience. Teaching experience oftentimes is used as a basis for employing new teachers. However, where this is the main criterion, it seems obvious that it should be accompanied by an interview.

Political Implications. Of all the means for the selection and appointment of teachers, those means which are dependent upon political connections are the most frowned upon. Where aggressive administrators function best, the school system is relatively free from political interference. The consensus among educators is that it is the duty and responsibility of the superintendent to nominate applicants for a position and that it is the duty of school boards to accept or reject candidates.

SUMMARY

While there is no significant difference in the methods used in the selection and appointment of teachers of physical education as compared with other teaching personnel, there are some essential qualifications which are different from those looked for in others. A physical education teacher should be well coordinated in his movements; he should be an individual with the best of personal habits; he should be a person who understands the place of physical education in the total educational program; he should be able to withstand pressures from persons and organizations who do not understand the importance of physical education, and he should be an example whom fathers and mothers would like their sons and daughters to emulate.⁴

Since men and women physical education teachers influence the lives of youth in molding character in such a unique way, what the teachers say and how they live oftentimes exert a greater influence on the youth than that exercised by the mother and father in the home. It is, therefore, of the utmost importance that, in the selection of physical education teachers, only those who have the highest qualifications should be selected.

⁴ Bucher, Charles A., "Professional Preparation of the Athletic Coach," Professional Preparation Issue, *Journal of Health, Physical Education, and Recreation* 30: 20-21, September 1959.

ATHLETICS

INTERSCHOLASTIC ATHLETICS

Scope of Interscholastic Athletics

RAY O. DUNCAN

AT THE secondary-school level interscholastic athletics are definitely a part of the total program of physical education. There are many administrative patterns for athletics, physical education, health education, safety education, and recreation, and frequently they are organized into a single department. Such a department may have any one of many titles: Physical Education and Athletics; Health, Physical Education, and Athletics; Health, Physical Education, and Recreation; Health, Physical Education, Athletics, Safety, and Recreation. Regardless of administrative structure, there is a kinship in all these areas suggesting a close family relationship.

PLACE OF INTERSCHOLASTIC ATHLETICS

I shall deal with interscholastic athletics as a separate entity, regardless of the various possibilities for administrative organization within a particular secondary school.

The Educational Policies Commission has expressed strong support for athletics in education with the affirmation:

We believe in athletics as an important part of the school physical education program. We believe that the experience of playing athletic games should be a part of the education of all children and youth who attend school in the United States.¹

This recommendation definitely places athletics in the general education category as essential for all children and youth.

Athletic education may be obtained through three prevalent school programs—physical education, intramural, and interscholastic.

Students may be gifted in many respects, and it is the function of education to provide opportunity for all children and youth to acquire

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¹ Educational Policies Commission. *School Athletics*, Washington, D.C.: the Commission, National Education Association, 1954, p. 3.

learning comparable with their talents and abilities. Students may be gifted intellectually or physically. Physical ability may encompass a wide range of activities including painting, sculpturing, designing, weaving, woodworking, metal work, and all types of athletics and sports. Sound education policy in our American democracy would indicate that the gifted individual be provided the opportunity and encouraged to develop his talent to the limit of his potential at whatever level of education is available for the purpose. Secondary schools, trade schools, vocational and technical schools, colleges and universities exist to provide the learning necessary to meet this desirable goal.

Much is being written at the present time about the need for more attention to discovering the intellectually gifted student early in order to provide opportunity for his development. The general education program for all children and youth has been given a satisfactory rating, but educators are exhorted to accentuate the program for the gifted. In athletics and physical education, the reverse has been true. The program for all students has been neglected, but a program for the physically gifted through interscholastic athletics has been concentrated on.

In surveying interscholastic athletics in 1960, we find that the philosophy of varsity athletics is in line with the modern concept of increased emphasis upon education for the gifted students.² However, the mere fact that it is sound in theory to provide a school program for education of the physically gifted students through interscholastic athletics does not mean that the program itself is educationally sound and in proper balance with the total school program.

PRINCIPLES AND GUIDES FOR A SOUND PROGRAM

Interscholastic athletics are the direct responsibility of the school principal. The following principles are suggested as guides for the development of a sound program.

1. *Athletics for all.* A wide range of interscholastic athletics should be provided so that all students who are physically gifted may have an opportunity to participate in varsity competition. A physically gifted student may have interest, desire, and skill or potential ability in any one of many sports. The traditional four sports (football, basketball, baseball, track) will not suffice. A well-rounded interscholastic athletic program should include others, such as wrestling, gymnastics, tennis, golf, swimming, and soccer. Of course, facilities will determine whether some are offered or not. Likewise, local custom will be a determining factor. Soccer is popular in certain sections of the country and not in others. The same is true of lacrosse.

2. *The principal should have a sound philosophy regarding the place of interscholastic athletics in education.* This means more than mere

² *Cardinal Athletic Principles.* 1946 Statement of the Joint Committee on Athletic Problems of the AAHPER and the National Federation of State High-School Athletic Associations, in *School Athletics*, p. 98, published by the Educational Policies Commission, National Education Association, 1954.

knowledge of policy statements, standards, and the like. It means a realization that the program is an educational one for the physically gifted students and not an entertainment program for the community. Community interest in athletics is understandable and wholesome, although it sometimes leads to an over-zealous desire for a winning team at any cost. The principal must be a staunch and outspoken supporter of a sound program which recognizes educational values as more important than entertainment. During the excitement of a close game is no time, of course, to discuss philosophy with a fan, but there are many times during the year when the principal has excellent opportunity to promulgate a sound educational policy. A principal who has a sound philosophy regarding interscholastic athletics and who is willing to work hard to establish a sound program will eventually be successful. The fact that gate receipts are the means of financial support may add to the problem but need not make it insoluble.

3. *Policies and regulations for interscholastic athletics.* Each school should have a clear-cut set of policies and regulations. Students should have a hand in preparing the policies and they should be publicized throughout the community.

4. *Interscholastic athletics should meet secondary-school needs.* Education at the various levels—elementary, junior high school, secondary, and college—is organized in a manner most consistent with needs, interests, maturity, and abilities of the students. This policy is so well established that no one questions its wisdom, yet, we frequently find in athletics that programs in junior and senior high schools tend to follow college and university patterns. Administrators should resist this trend and constantly remind students, parents, patrons, and board members that athletics are primarily for education, not entertainment. Such a philosophy does not rule out entertainment, but keeps it in its place of "fringe" outcomes, with *education* being substantially *first*. This is a difficult job which requires the continuous attention of the school principal.

5. *Coaches should be educators.* A coach is a teacher. Consequently, in the employment of a teacher-coach, the principal should consider teaching preparation as well as coaching ability. The win-loss record of a coach should not be the determining factor in his selection or retention.

6. *Coaches should be prepared in physical education.* This may be considered controversial, but the Educational Policies Commission takes a strong supporting position and says: "Coaches of boys' interscholastic sports should be men with specific educational preparation for that kind of teaching. This means that coaching should be done by members of the school's staff in physical education rather than by teachers of other subjects."³

³ *Ibid.* p. 62.

The Educational Policies Commission offers two reasons for the above recommendation:⁴

a. Teachers who have been specially prepared to teach athletics are likely to be more proficient than those who lack such special preparation.

b. Articulation between interscholastic athletics and other parts of the physical education program is more likely to be achieved if both are under the direction of the same person or staff.

These recommendations are sound. At the secondary level, it is definitely desirable and educationally advisable to have interscholastic athletics and physical education under the same departmental head. All coaches should have preparation in physical education (major or minor) because it will help their coaching. This does not mean that *all* coaches must teach physical education. It seems reasonable and may be desirable in certain situations for a coach to teach in an academic field, but preparation in physical education is a sound requirement for all coaches regardless of their teaching assignments.

Physical education major students receive preparation which is essential for coaching, such as study of athletics and sports, including skills, techniques, and teaching methods; study of anatomy, kinesiology, physiology, safety, health, and first aid; study of physical education, intramural and interscholastic athletics, with emphasis upon relation of the programs to each other and to education; and a study of the organization and administration of athletics.

7. *The principal should establish conditions conducive to education.* This means employing coaches upon their complete preparation and experience as educators, treating them as teachers as well as coaches, and expecting them to measure up to educational standards. The coach should be given a reasonable load with proper balance between teaching, coaching, and any other duties assigned to him. It also means administrative support for the coach who is doing a good job even though his season's record of wins and losses may be poor.

VALUES OF INTERSCHOLASTIC ATHLETICS

Interscholastic athletics have an important place in the modern secondary school. They have three-fold value: for participants, student body, and community.

The values to participants are many. The physically gifted student who desires to excel in sports is provided the opportunity for advanced study and participation under expert guidance in an environment conducive to learning. This is highly essential from an emotional and social standpoint as well as physical development. It has been aptly said that: "The highest degree of peer esteem among boys is reserved for those who excel in sports. The rare individual who achieves adolescent popu-

⁴ *Loc. cit.*

larity alongside ineptitude in sports—and such a one occasionally appears—ought to be called a 'social genius.'"⁵

The interscholastic program may benefit the entire student body and community in the following ways:

a. By developing an understanding and an appreciation of the place which interscholastic sports occupy in American culture and developing sound, educational attitudes toward them.

b. By educating the student body in the appreciation of sports and the best way to enjoy them from the point of view of good sportsmanship.

c. By serving as a focal point for the morale, spirit, and loyalty of the students by providing a common meeting ground and enthusiasm which is shared by all.

d. By providing a wholesome program of sports in which students, parents, patrons, and friends of the school may share, to the end that the loyalty of these groups to the school may be constantly renewed, strengthened, and united.

The interscholastic athletic program is a vital part of the secondary school's total educational program. The mere acceptance of this statement as a truism is not sufficient. Constant control and eternal effort on the part of the administration is necessary in order to assure maximum educational benefits from interscholastic athletics.

Extra Pay for Coaching

JOHN OWENS

INTERSCHOLASTIC athletics have become an integral part of the secondary-school program. The high-school principal has the responsibility for seeing that these activities are adequately and effectively supervised. In the process of carrying out this responsibility, he must concern himself with the following problems:

- Means which can be used to encourage qualified and responsible teachers to participate in athletic coaching;
- A procedure to be utilized in the establishment of an extra pay schedule—a schedule which represents a reasonable recognition of the job done;
- A list of criteria which will, in an as objective a manner as possible, identify the different demands made by each coaching assignment;
- A list of reasons for recommending an extra pay schedule so that its justification is realized by staff members who do not coach.

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⁵ *Understanding the Child*. January 1952. p. 21.

WHY EXTRA PAY FOR COACHING?

There are many reasons why extra pay for coaching should be provided. Coaching responsibilities usually have to be carried out after the regular school day, during the evenings, Saturdays, and, in some instances, the vacation periods. It is not uncommon for the basketball coach to conduct a series of practices during the Christmas vacation or for the baseball coach to schedule warm-up drills during the spring or Easter recess. Financial recognition should be given for these additional demands on a teacher's time.

Most teachers with family responsibilities still find it necessary to seek additional sources of income. Extra pay for coaching encourages and makes it possible for staff members to devote their full time and efforts to the supervision and direction of school-sponsored activities.

In areas where numerous tutoring opportunities are available, a teacher cannot afford to coach unless some additional compensation is provided.

Time devoted to coaching may handicap a teacher from pursuing graduate work. In many schools, salary increments are given for specified numbers of graduate credits. Teachers who spend after-school periods or evenings in coaching automatically limit the time which they can devote to graduate study.

Coaches, in general, spend a considerable amount of time attending meetings or sports clinics. They read extensively in journals in an attempt to keep alert to the most recent coaching procedures, systems, and techniques. All of these self-improvement activities contribute to the major objective of making the coaching of all sports highly professional.

Individuals who possess a special ability which is over and beyond that required in the teaching assignment should receive additional pay, when asked to apply this skill in the athletic program or in any other extraclass activity.

The money which coaches have to expend for transportation is not included in this list. It is felt that an allowance for transportation should be paid as an expense and not as part of a salary. In this case, essential transportation is defined as that which is necessary beyond that required of a typical classroom teacher in the performance of his duty.

ESTABLISHMENT OF AN EXTRA-PAY SCHEDULE

Several years ago Roslyn was faced with the problem of reviewing its extra pay for coaching schedule. At that time the coaches thought it was essential to include other criteria than clock hours in the determination of the amount to be paid for each coaching responsibility. A committee appointed to study this problem included the following people: the director of health, physical education, and recreation; the high-school principal; two representatives from the central administration; two classroom teachers; and a coach from a major fall, winter, and spring sport. Each coach was asked to meet with this committee and to explain in detail the nature and the extent of his responsibilities. At the conclusion of the presentation, the members of the committee were

given an opportunity to raise questions. As a result of these meetings, a job analysis was developed for each coaching assignment.

After the job analyses had been completed, the committee had to provide the bases for evaluating the jobs assigned. The steps listed below were carried out preliminary to the development of the actual extra-pay schedule:

1. Listing and defining a set of criteria to be used in the establishment of an extra-pay schedule.
2. Establishing a weighting for each of the criterion listed.
3. Relating the criteria to the coaching job analyses previously developed.
4. Determining the recommended base rate of pay.

The list of criteria suggested for the establishment of an extra-pay schedule was extensive. The nine factors finally decided upon were considered to be both realistic and pertinent.

CRITERIA FOR ESTABLISHMENT OF EXTRA-PAY SCHEDULE

- A. *Hours involved*—to include the total number of hours necessary to prepare for and to conduct the activity.
- B. *Number of students participating*—to include the number of students who remain in the activity throughout the major portion of the season.
- C. *Experience required*—to recognize the degree of specialization and the extent of experience judged essential for the coaching assignment.
- D. *Spectator reaction, pressure*—to indicate the general extent of spectator criticism and its relationship to the coach's job.
- E. *Injury potential*—to acknowledge the responsibility for injury prevention and for injury care.
- F. *Weekend, holiday time*—to identify the extent of "premium" time required in the supervision of the activity.
- G. *Equipment and facility*—to identify the routine necessary in the care of equipment and facilities.
- H. *Indoors, outdoors*—to consider the "environmental" factors as they relate to the supervisory responsibilities of an activity.
- I. *Travel, bus supervision*—to recognize the extent of bus supervision involved in the carrying out of the activity.

Once the criteria were listed and defined, consideration had to be given to the weighting of each. Some criteria seemed to be more important and pertinent than others. The weightings listed below represent an average of the committee's decision:

Criteria	Weighting
A. Hours involved	4
B. Number of students participating	2
C. Experience required	2
D. Spectator reaction, pressure	2
E. Injury potential	2
F. Weekend, holiday time	3
G. Equipment and facility	2
H. Indoors, outdoors	1
I. Travel, bus supervision	2

The next step was to rate each activity on each of the criteria listed above. The rating scale used was on a numerical basis; 1 represented little and 5 extensive. The coaching job analyses previously developed provided the background information necessary to determine the numerical rating for each activity.

The final step in the process was the development of a weighted score for each athletic activity. Using the varsity football coach as an example, the weighted score was developed as follows:

Criterion "A"—Hours involved:

Weighting of criterion	4
Rating for varsity football coach	5
Weighted rating:	4 times 5 equals 20

This procedure would be followed for each of the other eight criteria listed.

The rate of pay was established in an arbitrary manner at \$10 per point.

The ratings and resulting amounts of compensation for some of the major sports are listed below:

Activity	Numerical Rating	Rate of pay \$10 per point
Varsity football	81	\$810
Varsity basketball	69	690
Varsity baseball	60	600
Varsity wrestling	51	510
Varsity track	50	500
Varsity cross-country	39	390

The Springfield Public Schools conducted a similar study in the spring of 1959. The factors which were considered in the granting of pay differentials were:

Factor	Weighting of Factor	Head Coaches*	Assistants*
A. Responsibility:			
1. In situations less restricted than a classroom	3**	4	2
2. More than a classroom	5	2	1
3. Integration and coordination	6	2	1
B. Policy Making:			
Responsibility beyond the classroom teacher	7	2	1
C. Additional Time:			
1. Scheduled	2	2	2
2. Non-scheduled	1	3	3
D. Public Relations			
Effect on parents and community	4	5	2

* Rating Scale: 1 — — — — 5 with 1 = least extensive and 5 = most extensive.

** For head coaches, factor A-1 would be evaluated as follows: 3 times 4 equals 12 points.

It is a rather common practice for school systems to establish the amount of money to be paid for coaching on the single criterion of the additional time devoted to the particular responsibility. For major sports there often is one amount for the head coach and a smaller allocation for an assistant coach. Only a limited number of schools have taken time to study this problem carefully and to extend the criteria on which extra pay is based beyond either "additional time" or "experience in the actual coaching assignment."

Reduction in the class load as a means of recompense for extra time given to after-school assignments does not seem to be practical. Such an adjustment would require many school districts to employ additional teachers to cover the class periods vacated by the staff members in charge of athletic activities. The cost in the school budget would be substantially more than the money needed to finance and implement a reasonable extra-pay schedule.

It then becomes essential that school systems make a careful analysis of the educational, social, and monetary value of the after-school activities in the school program. From this study should come a well-defined policy to govern the establishment of an extra-pay schedule for coaching. This policy should include a statement of the normal teaching load as established by the board of education; a job analysis for each coaching position to be included on the schedule; a list of criteria to be utilized in the evaluation of each coaching assignment; a specific pay schedule for each of these positions; and a means for periodic re-evaluation of the extra-pay schedule.

Interscholastic Athletics for Junior High School Boys

LOUIS E. ALLEY

IN 1952 a joint committee of representatives from five organizations—the National Education Association; the National Council of State Consultants in Elementary Education; the Department of Elementary-School Principals; the Society of State Directors of Health, Physical Education, and Recreation; and the American Association of Health, Physical Education, and Recreation—after three years of study published the following statement concerning interscholastic athletics for children: "Interscholastic competition of a varsity pattern and similarly organized

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competition under auspices of other community agencies are *definitely disapproved* for children below ninth grade."¹

In 1954, after about three years of careful investigation, the Educational Policies Commission of the National Education Association and the American Association of School Administrators published a report concerning interscholastic athletics in which the following statement appears: "No junior high school should have a school team that competes with school teams of other junior high schools in organized leagues or tournaments. Varsity-type interscholastics for junior high boys and girls should not be permitted."²

DISCREPANCY BETWEEN RECOMMENDED POLICY AND PRACTICES

That these recommendations concerning interscholastic athletics have had but little effect on practices in junior high schools is clearly shown in the results of a questionnaire survey³ of the interscholastic athletics programs offered during the school year 1957-58 in the 4,559 separately organized junior high schools in the United States. Of the 2,329 junior high schools from which responses to the questionnaire were received (which schools enrolled an estimated 90 per cent of the total junior-high-school population), slightly more than 85 per cent had programs of interscholastic athletics, and 78 per cent of the principals of the schools favored these programs. Further, in 80 per cent of the schools from which reports were received, the policy on interscholastic athletics had not been changed since 1950. Of the schools in which the policy on interscholastic athletics had been changed, 45 per cent had either started a program or expanded the existing program.

The discrepancy between the recommended policy on junior high-school athletics and the current practices in the schools is obvious. As a result of this discrepancy, considerable controversy exists among those persons who are directly or indirectly responsible for the activities program in the junior high school. Numerous arguments have been advanced by the opponents and by the proponents of interscholastic athletics for junior high-school boys; unfortunately, the evidence⁴ to support or contradict these arguments is both fragmentary and conflicting.

CONTROVERSIAL POINTS

Arguments Advanced by Opponents

The major points advanced by the opponents of highly competitive athletics for boys of junior high-school age are as follows:

¹ American Association for Health, Physical Education, and Recreation, *Desirable Athletic Competition for Children*. Washington, D.C.: the Association, 1952. P. 14. *Out-of-print*.

² Educational Policies Commission, *School Athletics—Problems and Policies*. Washington, D.C.: the Commission, National Education Association, 1954. P. 36.

³ Ellsworth Tompkins and Virginia Roe, "A Survey of Interscholastic Athletics Programs in Separately Organized Junior High Schools," *THE BULLETIN of the National Association of Secondary-School Principals*, November 1958, p. 1-47. Also available from the American Association for Health, Physical Education, and Recreation.

⁴ For discussions in which the evidence to support or contradict these arguments is documented, the reader is referred to: Louis E. Alley, "Junior High-School Athletics—Pro and Con," *The Midland Schools*, (Iowa Education Association, 4025 Tonawanda Drive, Des Moines 12, Iowa), April 1959, p. 13 and May 1959, p. 21.

1. Boys of junior high-school age are growing and developing at an accelerated rate and, consequently, are particularly susceptible to injuries of the bones and the joints. The stresses and the strains associated with participation in interscholastic athletics (particularly the body-contact sports of boxing, tackle football, and ice hockey) are too severe for the junior high-school youngsters. Such participation may result in injuries that are not immediately apparent, but that may cause trouble in later life.

2. Boys of junior high-school age vary widely in respect to height, weight, and physiological maturity. Unless the boys are matched on an equitable basis, competition in body-contact sports may be dangerous. Such matching is a difficult task, not likely to be accomplished by the average physical education teacher or coach.

3. The strenuous exercise that accompanies participation in interscholastic athletics may have deleterious effects on the hearts of rapidly growing boys. The single stethoscopic examination to which an athlete is normally subjected is not infallible in determining whether or not the heart of the boy might be damaged by strenuous exercise.

4. Participation in interscholastic athletics may, particularly with reference to height, interfere with the normal growth pattern of junior high-school boys.

5. High-pressure competition may lead to strong emotional reactions in youngsters, which reactions may adversely affect emotional and social development.

6. Interscholastic athletics programs tend to allow a few gifted boys to monopolize the school personnel, the time, and the facilities at the expense of the majority of the boys in the schools. The coach usually is also the physical education teacher and, because of pressure to produce winning teams, he often is led to neglect the physical education and intramural programs which serve all the students.

Arguments Advanced by Proponents

In rebuttal to the objections listed above, the proponents of interscholastic athletics in junior high schools present the following arguments:

1. Preadolescent and adolescent boys are growing, developing organisms; and injuries *do* occur in programs of athletics for this age group. However, there is no evidence that boys are injured more frequently or more seriously in well-organized and well-conducted programs of athletics in junior high schools than in such programs in senior high schools. In spite of the danger of injuries, boys *will* participate in sports whether the school sponsors the sports or not. If the schools do not provide opportunities for the boys to play under controlled conditions—with adequate protective equipment and under the supervision of competent instructors—the boys will, in their free time, play under conditions that are much more dangerous than those in school-sponsored programs. Also, if the schools do not sponsor competitive athletics for youngsters, outside

agencies that have special (or commercial) interests to promote will organize and sponsor these activities. Often such agencies must depend on volunteer leaders who may have but few of the qualifications necessary for conducting programs of athletics in a safe and in an educational manner.

2. Admittedly, boys of junior high-school age vary widely in respect to height, weight, and physiological maturity. However, studies have shown rather conclusively that the boys who succeed in athletics are boys who, in terms of height, weight, and (or) physiological maturity, are advanced for their ages. These boys will comprise the interscholastic team in any given school and, to some degree, will be protected from injury because of their advanced physiological maturity.

3. The view that the normal heart may be injured by excessive exercise is not shared by a number of medical authorities who hold that the inability of the body to meet the demands of the exercise will cause the person to diminish or cease the exercise before the normal heart is placed in jeopardy because of excessive strain.

4. The evidence purported to indicate that participation in interscholastic athletics interferes with the normal growth pattern of junior high-school boys is sparse and inconclusive. The deviation from normal that is reflected in the growth patterns of junior high-school athletes is probably due to the fact that these boys are, in respect to growth and maturity, advanced for their ages.

5. Rather than adversely affecting emotional and social development, participation in competition of the nature usually provided in junior high-school programs of athletics fosters emotional control and desirable social development. Youngsters who participate in athletics programs gain confidence in themselves and obtain added recognition from their peers.

6. The failure of the teacher-coach or other school personnel to provide adequate physical education and intramural programs is an administrative problem, the solution to which is dependent upon the personnel and the facilities that are available in each school and upon the administrative policies concerning the manner in which the time of the school personnel is spent. The removal of interscholastic athletics from the school scene would not necessarily result in improved physical education and intramural programs.

POINTS OF AGREEMENT

Although the opponents and the proponents of interscholastic athletics in junior high schools argue vociferously on the items discussed above, they are in general agreement on four basic points.

First, both the opponents and the proponents of junior high-school athletics—together with all persons who are interested in the welfare of youth—agree that the sedentary habits of living associated with our mechanized society may seriously undermine the physical fitness of

American youth; and that the schools should provide *increased* opportunities for participation in vigorous physical activities. The widespread agreement on this point is reflected in the remarks made by Vice-President Richard Nixon to the opening session of the 1956 President's Conference on the Fitness of American Youth.

We are not a nation of softies but we could become one if proper attention is not given to the trend of our time, which is toward the invention of all sorts of gadgetry to make life easy and, in so doing, to reduce the opportunity for normal health-giving exercise.

The objective of an adequate physical fitness program can be summed up in one word—participation—participation on the part of every boy and girl in America in some form of healthy recreational and physical activity.⁵

Second, both the opponents and the proponents agree that *all* youngsters can profit—educationally, as well as physically—from participation in athletic activities of a competitive nature. "The educational benefits that come from playing athletic games are benefits in which *all* children and youth should have opportunity to share. The schools should provide such opportunities."⁶

Third, both the opponents and the proponents agree that, in regard to physical education and athletics, the *first* duty of the school is to provide adequate programs of physical education and intramural activities for all students. "The core of the athletic program in junior high school, as elsewhere, should be the instruction in sports that takes place in the required classes in physical education. What is learned in such classes is applied in after-school and noon-hour games."⁷

Fourth, both the opponents and the proponents agree that athletic competition for youth should be carefully supervised and controlled by professionally trained personnel; and that every effort should be extended to insure that such competition provide a safe, educational experience for the participants.

BASIC PRINCIPLES FOR ADMINISTERING AND SUPERVISING

In view of the conflicting and fragmentary evidence to support the arguments of the opponents and the proponents of interscholastic athletics for boys in junior high schools, together with the points on which the opponents and proponents agree, the following basic principles might reasonably serve to guide the junior high-school principal in administering and supervising the interscholastic athletics program in his school.

1. The interscholastic athletics program for boys in the junior high school should make definite contributions to the educational objectives of the school.

⁵ "The President's Conference on Fitness of American Youth," *The Journal of Health-Physical Education-Recreation*, September 1956, p. 8.

⁶ Educational Policies Commission, *School Athletics—Problems and Policies*, op. cit., p. 21.

⁷ *Ibid.*, p. 35.

- a. Primary emphasis should be placed on providing *educational* experiences for the participants rather than on producing winning teams or providing entertainment for the student body and the patrons of the school.
 - b. The practice sessions and the athletic contests should be so scheduled that the academic program of the school is not directly or indirectly disrupted. Athletic contests should be held immediately after school or on Saturday morning, rather than at night.
 - c. The members of the interscholastic teams should be regarded as representatives of the school and hence should be required to demonstrate, in terms of school citizenship, and sportsmanship, that they are worthy of being thus honored.
2. The interscholastic athletics program for boys in the junior high school should supplement—rather than serve as a substitute for—an adequate program of physical education and intramural activities for all students.
 - a. A daily period of physical education, during which instruction and practice in a wide variety of activities is given, should be provided for all boys and girls.
 - b. A program of intramural activities—so organized and so conducted to the extent that, in the minds of the students, the program compares favorably in importance with the interscholastic athletics program—should be provided for all boys and girls.
 - c. If in the school a shortage of facilities, equipment, or personnel with professional training in physical education restricts the quality or the extent of the physical education, the intramural, or the interscholastic athletics programs that can be offered, the physical education and intramural programs should take precedence over the interscholastic athletics program.
 3. The interscholastic athletics program for boys in junior high schools should, under the administration and the supervision of the appropriate school officials, be conducted by men with adequate professional training in physical education.
 - a. The coaches of the interscholastic teams should be members of the regular school staff and should be assigned regular teaching duties—preferably in physical education—in addition to their coaching assignments.
 - b. The coaches of the interscholastic teams should be certificated as teachers of physical education and hence should possess, in addition to a knowledge of the sports for which they are responsible, a knowledge of child growth and development, the effects of exercise on the human organism, first aid, and the place and purpose of interscholastic athletics in the educational program.
 - c. The administrative policies for the school should encourage the coach to consider his teaching assignment as important as his coaching assignment.
 4. The interscholastic athletics program for boys in junior high schools should be so conducted that the physical welfare of the participants is protected and fostered.
 - a. Participants should, before being allowed to report for interscholastic athletics, be given a thorough medical examination by a physician. Subsequent medical examinations should be given as needed.

b. Participants should be furnished with complete, well-fitted, protective equipment of the highest quality—not "hand-me-downs" or equipment of inferior grade.

c. Participants should be so matched in terms of height, weight, and maturity that they may, to a reasonable degree, participate safely and successfully.

d. A written policy in which are clearly defined the legal and financial responsibilities for injuries incurred in interscholastic athletics should be formulated.

e. Participants should be allowed to take part in interscholastic contests only after three weeks of physical conditioning and training.

f. The rules, the equipment, and the facilities for each interscholastic activity should be modified in accordance with the interests and the capacities of the participants, as should the length of the playing season and the number of games played during each season.

g. A physician should be present during all interscholastic contests in which injuries are likely to occur. Definite procedures for obtaining without undue delay the services of a physician to care for injuries that occur during practice sessions should be established.

h. Participants who have been ill or injured should be readmitted to practice sessions or contests only upon the advice of a physician.

i. Competent officials should be engaged to officiate at all interscholastic contests.

j. The welfare of the individual boy should be the basic criterion upon which is determined whether or not the boy should participate in interscholastic athletics.

Employing the High School Coach

CHARLES A. BUCHER

ROLE-PLAYING is a technique of sociodrama. A participant projects his thoughts into another person's role: he acts out the duties, assumes the responsibilities, and makes the decisions of the individual with whom he is attempting to identify himself. For the purpose of this discussion, I would like to play the role of the high-school principal when he employs an athletic coach.

As the administrator I am now the recognized leader of an educational enterprise. Upon my shoulders rests the responsibility of guiding the various facets of the curriculum in a way that will yield the greatest intellectual, emotional, physical, and social dividends to the pupils that pass through the portals of my school. I feel that one of my main

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responsibilities is to select teachers and leaders who will help achieve the objectives for which the school exists. Without the best type of leadership that can be obtained, the goals for which education is striving will not be realized.

I go about selecting an academic teacher in an efficient manner. I look for a scholar who knows and has been trained in his subject—he must be an educator that understands the proper methodology for passing on the cultural heritage and can develop the proper mental skills. He must appreciate the needs and characteristics of the product with whom he is working. I laboriously search the recommendations and credentials from placement bureaus to make sure the prospective candidate possesses these essential traits.

PROBLEMS FACING THE ADMINISTRATOR

When it comes to employing a coach, however, I find many obstacles in my path. The hopes of the alumni fill my thoughts. I cannot overlook the enthusiasm of merchants who want to attract big crowds to games and double their Saturday business. The clamor from the Lions, the Dads, and the Rotary Clubs penetrates my ears as they chant for an undefeated season. So, although I am anxious to get a coach who has both feet on sound educational ground, at the same time I cannot be oblivious to these community pressures. That is why I sometimes pay more attention to a prospective coach's "won-loss" record, the number of trophies he has in his library, and the size of his folder of newspaper clippings, than I do to his understanding of the educational process and of children and youth. I would like the coach trained in the field of physical education; however, if he teaches science and has played basketball in college, he may be my choice because one man doing two jobs results in less strain on the budget.

I realize it is much more advisable to have a qualified physical educator do the coaching. I have found that a lack of this special training results in misunderstanding of the total physical education program. The untrained coach may want his boys excused from physical education classes, the desire to win may be fanned to the point that the welfare of players is ignored, and sports may tend to become an end in themselves. However, I soothe my misgivings by saying, "This is what the community wants, so I am pleasing the boys downtown."

It is easy to see that the administrator, in the process of employing the coach, faces unique problems. The alumni, community interests, money, and staff influence his decision even though most administrators are aware of the training and qualifications that a coach should possess.

QUALIFICATIONS OF A GOOD COACH

There are four qualifications that stand out in any good educational coach. The *first* is the ability to teach the fundamentals and strategies of his sport. He must be a good teacher. The *second* is an understanding of the boy who is a player. The coach needs to understand how a youth

functions at his particular level of development—an appreciation of skeletal growth, muscular development, and physical and emotional limitations. The *third* is an understanding of the game he coaches. His knowledge of techniques, rules, and similar information is basic. The *fourth* is a desirable personality and character. Patience, understanding, kindness, honesty, sportsmanship, sense of right and wrong, courage, cheerfulness, affection, humor, energy, and enthusiasm are imperative with the youngsters idolizing and emulating his every move.

Too often coaches are chosen because of one qualification—they have played the game. Most principals would be flattered to have an All-American coaching his football team. But in terms of the welfare of youth the other qualifications are even more important. And the school administrator will be most likely to find a coach with these qualifications in a person who has been trained in physical education.

It is just as important to employ a coach who has been trained in his field as it is to employ a science teacher prepared to teach that field. Who has ever heard of a school administrator employing a science instructor who received his training in history but dabbled in science on an extra-curricular basis and won the science fair contest in high school? Athletics is one part of the total physical education program—it is not an end in itself. Basic experiences in sports techniques, first aid, anatomy and physiology, philosophy of physical education, and other courses will make a person a better coach within an educational framework.

NEED FOR COMMON STANDARDS

School administrators, physical educators, coaches, state certifying officers, and others should get together and try to arrive at some common standards for employing a coach rather than doing it on a hit or miss basis as it is being done at present. This is very important in light of the tremendous influence such a person has upon the lives of young people and in view of the major role sports play in the American way of life.

Public Pressures and Their Effect on Athletics

ROBERT J. WEBER

ONE distinguishing feature of the interscholastic athletic program is the desire of the public to watch local athletes participate. Naturally, the spectators prefer to see their team win and with this desire for winning teams come attempts to improve the school's chances of winning, plus a willingness to give special recognition and awards to athletes who perform

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exceedingly well. Generally speaking, the public means well and in some instances their efforts prove to be worth while. However, there are too many public groups causing undesirable effects on the total athletic program through mis-directed pressures. The problem of the educational administrator today is how to keep the interest of the public and yet control or eliminate various pressures.

PRESSURE GROUPS

First of all, it must be understood that the general public is noted for its strong competitive spirit, and, as long as the public attends athletic contests, there will be pressures brought to bear to improve the chances of winning. With this in mind, administrators should analyze the local situation in an attempt to determine what groups might exert undue influence upon the athletic program. The groups described below have been known to exert their feelings, good or bad, upon school athletics.

Booster or Quarterback Clubs. These clubs are usually formed with one basic purpose in mind which is to foster and improve the local school athletic program. Leadership is the key to the success of such organizations. Without proper guidance, numerous problems can be created unnecessarily.

Parents. This group of fans might be divided into three problem areas: *first*, parents of athletes who aren't playing enough; *second*, parents generally dissatisfied with how things are being run (this complaint is usually associated with losing teams); and *third*, parents of gifted athletes who want to exploit their children's athletic ability.

Sports writers and announcers. Problems brought about by this group usually come about through attempts to create material for special interest stories.

Promoters of special events. These people are normally associated with civic or fraternal groups within the community whose intentions in most cases are good. However, these groups have been known to encourage special athletic events, such as all-star games, state championships, inter-sectional or interstate contests, and other similar type activities. These games are usually advertised as being benefit contests.

UNDESIRABLE EFFECTS ON ATHLETICS

The administrator should be able not only to identify pressure groups, but also to be aware of the effects on athletics as a result of public pressure. Some of the more undesirable effects are described below.

Over-emphasis upon winning. Knowing that his future depends upon winning teams, the coach will put excessive pressure on himself and the athletes to the neglect of other aspects of the program. When the public uses as its main criteria of a successful coach the number of games he wins, then it must follow that the coach will make winning his ultimate goal no matter what effect it may have upon others. Such a belief is certainly contrary to sound educational philosophy.

The use of key athletes, regardless of physical condition. The win-at-all-costs theme has caused coaches to use valuable players in crucial games when normally they would not play. Even though there may be no immediate ill effects upon the player, such practices are certainly contrary to accepted health standards.

Public criticism of the coach. Criticism usually comes with losing teams during which time the coach needs encouragement rather than discouragement. Regardless of how hard a coach may be working, regardless of the lack of good material, or of the fine influence of the coach upon the boys, the public demand for winning has brought about the release of many fine teacher-coaches.

Participation in championship or all-star games. Problems in this area have occurred when different publics have attempted to exploit outstanding teams or players by having them participate in specially arranged championship contests or all-star games despite the many adverse effects upon the individual athletes and the school. In many cases such participation is encouraged primarily to bring glory and fame to the community.

Presentation of special awards to winning teams and outstanding athletes. Athletes should be encouraged to participate for the values to be derived from competition and should not be stimulated to participate through the giving of expensive awards. Recognition should be based on participation and not winning.

Extensive publicity concentrated on a few athletes. Sportswriters, primarily interested in attracting readers to the sports page, have created special feature stories based upon isolated skills of a team sport. Continuous reports as to the leading scorer or ground gainer stimulate the wrong type of competition.

Over-emphasis on spectator sports. If administrators are prone to succumb to public pressure, most consideration will be given to the normally recognized spectator sports—football and basketball. Not all skilled athletes would participate in football and basketball, so there is a need for a variety of athletic activities. However in many school situations spectator sports get first choice of equipment, supplies, facilities, staff, and practice time. This results in a very limited offering of athletic activities.

CONTROL OF UNDESIRABLE PUBLIC PRESSURES

A good athletic program may be administered if certain practices and procedures are followed which will either eliminate the pressure or channel it into more desirable directions. Good administrative technique calls for the following:

Proper selection of the coach. The running of an athletic program is a joint proposition involving both the administrator and the coach. Neither one can do the job alone; therefore, it is up to the administrator to be careful in the selection of the proper teacher who in turn will serve as a coach. The coach who is out to build an empire and make a name for himself in the area of athletics will create problems by encouraging the

public to support and promote athletics beyond accepted standards. This type of individual will constantly be seeking special favors for his team and will go to outside organizations for support if it is refused by the administration. This type of coach should be avoided. The individual who is an educator first and a coach second is the kind to look for. The person who has the interest of the student foremost in his mind, a sound philosophy concerning athletics, and the ability to get along with people is the man to coach.

Support of the coach. Assuming a well-qualified person has been employed to coach and he is conducting himself properly, then the administrator should support him when unjust criticism is made. He should make known to the public the qualifications of the coach, the contributions he is making to the school program, and the positive effects he has upon the students. He should not wait until the coach is under fire, but should inform the public early of the fine coach on his staff.

Formation of athletic policies. The administrator should anticipate the problems that will arise during the year while conducting an athletic program and should prepare written policies to cover these problems. Without becoming stereotyped, he can prepare a written policy to meet any situation that might occur. A decision arrived at after a problem is raised may not be well received as a policy prepared in advance. It would be wise to seek suggestions from representatives of different public groups interested in athletics when preparing athletic policy.

Good public relations. The public should be informed as to the policies, principles, rules, and regulations in reference to the organization and administration of the school's athletic program. They should know about the various national, state, and conference requirements which dictate certain school policies. This information may be disseminated in various ways:

1. Speeches at civic and fraternal clubs
2. Speeches at Booster and Quarterback Clubs
3. Seasonal meetings with the parents of the athletes to explain the athletic program
4. Student assemblies
5. Meetings with sportswriters and announcers to discuss publicity problems
6. A behind-the-scenes look at the team for the public
 - a. Watching a practice session
 - b. Sitting by the team bench during a game
 - c. Traveling with the team
7. Formation of an athletic advisory council.

The spirit of competition and the desire to win are inherent in the American people; thus, we can always expect varying degrees of public pressure upon the athletic program. If the administrators work in conjunction with the coaches in identifying pressure groups, analyzing their effects on athletics, and deciding on the appropriate action, then the undesirable effects on athletics can be limited, if not eliminated.

Financing the Interscholastic Athletics Program

T. JAMES AHERN

FINANCING the interscholastic athletics program is a major consideration for the school administrator. In the same manner that costs have increased for all other services, increases of all kinds have been experienced in athletics. Equipment, uniforms, game officials' fees, and transportation have taken a very large share of receipts whether they have been collected at the gate or by student activity tickets.

COMMON METHODS OF FINANCING

Many schools attempt to meet these costs in interscholastic athletics by means of admission fees or through various sales and benefits. To do this, admission fees must be increased simply to hold the program at the level of non-inflationary days. If the admission fee is too high, then attendance at the games is bound to suffer unless the teams are fortunate enough to win a large percentage of the games.

Another method generally in use for the support of interscholastic athletics is to meet the expense of the program partially by gate receipts and partially by the support of school district funds appropriated by the board of education. The portion of the support supplied by the board of education is usually determined by the amount that can be reasonably expected from gate receipts. This means that the school district will subsidize the amount collected by additional funds to assure that a deficit in the necessary amount of money is not experienced at the end of the school year.

FINANCING AS THE SCHOOL DISTRICT'S RESPONSIBILITY

In the opinion of the writer, another method is more desirable and defensible. That method would put the whole cost of maintaining the athletic program as the full responsibility of the school district. To do this the school administrator must make his philosophy crystal clear to the staff, the board of education, and his community. If interscholastic athletics constitute a real part of the school program and are a distinct part of teaching, then it must be understood that the work of the coach-teacher is comparable to the work of the classroom teacher. If coaching of athletic teams is not a real teaching situation, then a claim for this method of support is indefensible. However, if the belief supports the fact that some of the best teaching takes place in the field, no further defense is required.

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This plan anticipates that all admission to all games would be without cost to anyone. There would be no reserved seats nor special privileges. Admission would be free and friendly in the same manner that is accorded the visitor to any classroom in the school. It might be pointed out here that one does not pay to see students cope with the binomial theorem, why then pay to see the intricacies of the split-T formation? Each one represents a teaching situation and is a part of public education.

The coach-teacher's salary, the athletic fields, and gymnasiums are paid from school district funds and are easily justified as an expense against the school district. Therefore, it is contended that the expense for athletic equipment, uniforms, game officials' fees, and the like can be justified under the same philosophy. Under such an arrangement, the administrator is allowed to budget every expense in the same fashion as any other teaching activity in the school is budgeted. There will be no need for teachers to act as ticket collectors or clerks; coaches do not need to be concerned that, unless attendance at the games is excellent, other minor sports will suffer because of insufficient money. It may be found that public pressure always to win will be diminished and that people will attend the games with attention concentrated on how well the teams have been taught.

Is the Athletic Program Broad Enough To Meet Needs and Interests of Boys?

JACK F. GEORGE

"WE BELIEVE in athletics as an important part of the school physical education program. We believe that the experience of playing athletic games should be a part of the education of all children and youth who attend school in the United States."¹

"The principal as chief education officer of his unit is concerned with the philosophy that the over-all progress in development of all pupils is his charge. Physical education is one of the areas in the school curriculum of great immediate importance because it contributes obviously to the current as well as the future well-being of the pupils, and, therefore, merits primary consideration in the thinking of the principal."²

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¹ *School Athletics—Problems and Policies*. Washington 6, D.C.: Educational Policies Commission, National Education Association and American Association of School Administrators, 1954. p. 3.

² "Administration of the Health, Physical Education, and Recreation Program in Secondary Schools," *THE BULLETIN of the National Association of Secondary-School Principals*, Volume 37, No. 195, May 1953, p. 98.

If we can accept the two foregoing statements and if we can assume that principals and directors of health, physical education, recreation, and athletics believe that a good athletic program should include the basic program of physical education for all, a rich selection of intramural activities, and a voluntary wholesome program of interscholastic athletics—then *what are the problems and difficulties which prevent us from really meeting the needs and interests of secondary-school boys in athletics?* If principals and directors of health, physical education, recreation, and athletics would study their programs in terms of these apparent and obvious problems and attempt to correct the fallacies, we would certainly be better meeting the needs of our youth and upgrading our athletic programs in terms of educational objectives and outcomes.

In 1946, a report³ was issued by the National Federation of State High School Athletic Associations and the American Association for Health, Physical Education, and Recreation. In 1949 these two organizations joined with the National Association of Secondary-School Principals to develop "Standards in Athletics for Boys in Secondary Schools." In 1952 the North Central Association of Colleges and Secondary Schools made comprehensive recommendations on the conduct of athletic competition. These standards and principles form a basic philosophy on which local and state athletic associations have based rules and policies intended to bring the control of athletics into harmony with sound educational practice.

It seems as though we have conferenced, standardized, philosophized, and publicized our objectives for the secondary-school athletic program. *Just what are you doing about eliminating the negative aspects?*

At this time, eleven apparent problem areas will be emphasized.

Has the principal, superintendent, and board of education established the necessary policies and mechanics of operation to allow the athletic program to meet the needs of boys?

- Is it a matter of local board written policy that athletics are an integral part of the educational program and shall be administered in the same manner as other areas of the curriculum?
- Are physical education teachers and coaches selected as carefully as academic teachers?
- Have proper state, league, and local controls been established in order to avoid over-emphasis of one or a few sports?
- Is an adequate tax-supported budget available in order to conduct the program?
- Is the program over-emphasized, causing distortion of the total school effort?

³ *Cardinal Athletic Principles*. 1946 Statement of the Joint Committee of the National Federation of State High School Athletic Associations and American Association for Health, Physical Education and Recreation, in *School Athletics*, p. 98, published by the Educational Policies Commission, NEA, 1954.

- Has sufficient school day time been allotted to the director of athletics in order that he can properly supervise and administer these activities?
- Have adequate, safe facilities and protective equipment been provided?
- Is the girls' program sharing equally with the boys' program?
- Are competent and well-trained officials provided for interscholastic contests?
- Is there relationship and articulation among coaches who teach academic subjects and physical education teachers?
- Is there sincere respect, understanding, and cooperation among the principal; the director of health, physical education, and recreation; and the director of athletics?
- Is there a local policy relating to organized athletics for younger boys?
- Is an adequate student accident insurance policy in operation?

Are the athletic activities that are taught the actual interests of boys or are you just "joining the crowd?"

- In addition to the traditional athletic activities, are you considering your local environment as related to sports activities? For example, if you are located near a large body of water, how about competitive sailing, crew and instruction in boat handling and water skiing? Certainly, these sports have more adult life enjoyment possibilities than most of our interscholastic activities—especially the team sports.
- Are you following the usual pattern of athletics or have you actually checked interests of boys and then tried to do something about it?
- Are you administering a wide variety of sports—individual and team types?

Are you concerned about all phases of the program in order that the health and welfare of students are safeguarded?

- Is your health services staff organized in such a manner that a quality physical examination for athletic participation is administered? Are coaches involved in order that they too become better acquainted with the physical deficiencies of some of their players?
- Does your team physician attend *all* your football games—away as well as home? This procedure will enable the doctor who knows your players best to take a boy out of a game when he indicates some sign of injury and not *after* he is injured again. *Your* team physician will be looking for these things because he is acquainted with each boy and his medical history.
- Are the numerous "teachable health education moments" which occur in sports activities utilized as an educational opportunity by

your coaches? (Examples: smoking, drinking, impetigo, athlete's foot, physical conditioning, acne, cleanliness, physiology knowledge, etc.)

- Is your physical education program providing *many* athletic experiences—individual as well as team?
- Is the intramural program varied and extensive enough to care for the needs of the boy who likes sports but "can't make the team?"
- Is your recreation athletic program a duplication of the school athletic activities or is it providing different athletic experiences and thereby enriching the boy's life? Are you making an effort to coordinate these two programs—few school systems are!
- Do you have your athletic philosophy, policies, and procedures in written form? Has this written guide been a coaching staff effort or done by the director or principal?
- Are you orienting junior high-school boys in all phases of athletics in order that they have knowledge and background of the interscholastic program and are able to make a wise choice when the time comes?

Is a program of in-service education operating for your coaches and physical education teachers?

- Are periodical staff meetings scheduled where problems and procedures are discussed in order better to meet the needs of boys?
- Are non-physical education teachers required to have instruction in care and treatment of athletic injuries? Physical education teacher—coaches can benefit by a refresher course in this area too!
- Do you have at least a modest budget for athletic conference and clinic attendance by coaches?
- Does your library provide coaching journals and appropriate literature for coaches and players? (Examples: *Journal of Health, Physical Education, and Recreation*; *Scholastic Coach*; *Athletic Journal*; etc.)
- Do teachers in your school accept coaching as "teaching" or just a necessary evil?

Is there too much emphasis on the interscholastic phase of your program?

- Does your physical education budget (program for all) compare favorably with the interscholastic athletic budget?
- Have you eliminated the antiquated custom of an academic requirement for interscholastic participation or are you penalizing a boy who possesses exceptional physical skill by this unfair and indefensible practice?
- Is your league competition of such a nature that it is detrimental to your boys—over-emphasized or poorly organized?
- Are you making certain that the interscholastic program is not over-emphasized in the junior high school?

- Is over-emphasis causing coaches and boys to spend additional time before and after the season on a specific sport—creating a specialization concept?
- Are you controlling the length of your practice sessions so that boys arrive home at suppertime, or are they so tired from over-practice, they are unable to eat or study in the evening?

Are you making an effort to do something about the moral and cultural values of athletics or are you "lip-servicing" this educational objective of the program?

- What about "booing" and unsportsmanlike spectator and player conduct at athletic contests? Are your physical education teachers, coaches, and principal emphasizing this game conduct to their classes? Are parents informed that "booing" is not a privilege they purchased with their ticket?
- Are we providing a "theater of immoral operations" at our game contests? Do we allow petty stealing and misbehavior to go unchecked?
- Are players and coaches practicing this—"It is no sin to commit a foul if I can get away with it?" If so, you better make an effort against this philosophy of the game!
- Are you joking about "building character this year because your material is sub par" or do you build character every year?
- There are few places in education where students can experience vital tests of moral and ethical character. When boys behave in approved fashion under stress and strain of competition, we are beginning to achieve our objectives.

Does your director of health, physical education, recreation, and athletics have good rapport with adult groups outside the school faculty who are conducting activities for boys in your school?

- Is an effort being made to assist the Boosters Club, the Dads' Club, the Little League, etc. in upgrading the conduct of their activities?—clinics for their coaches administered by school coaches.
- The people in the school who have responsibility for athletics also have an obligation to these community groups if we hope to meet the needs of our boys.

Are we utilizing the tremendous personal guidance possibilities between coach and player?

- Are coaches making the most of the great respect and rapport which usually result in player-coach relationship?
- Are coaches teaching by precept as well as "talking a good game"?
- If a coach is alert in the locker room, he can become acquainted with the basic issues and problems of boys. Here is where these things are discussed!

*Are you making certain that your coaches and players are not exploited?*²

- Do you permit the local adult sports enthusiasts to "advise" players and coaches?
- Do you give ardent college coaches easy entree to your students?
- Does your board of education support you in these problems?

Do you insist that interscholastic athletes participate in physical education classes?

- Or do you take the easy escape of excusing them from physical education?
- Is your physical education program a duplication of interscholastic activities? If so, you better do something about it!
- Or is your physical education program different from the interscholastic activities in a major way? Do your football players participate in touch football in the fall (a tragic waste of educational time!) or are they learning individual and dual sports, such as tennis, handball, archery, golf?

Do you evaluate your program? This is the basic way we can determine if we are meeting the needs of boys.

- Staff meetings are most important. Here, discussion of individual needs are possible.
- Evaluation check lists may be obtained.⁴
- Cooperative planning, discussion, and action by the board of education; superintendent of schools; principal; director of health, physical education, and recreation; and coaches should be a practice.
- Program personnel should be well informed regarding latest practices and research for athletic activities.

Education today is emphasizing special programs for the talented student. Physical education has provided this exceptional curriculum for the talented student for years—the interscholastic program. Here, the exceptionally coordinated boy is outfitted with special equipment, taught by a special teacher, and competes with other talented students. There are few places in our school curricula today where there is another comparable honest-to-goodness "program for the exceptional student." Special controls and supervision are necessary in order that we meet the needs of the boys involved.

Mr. Principal, how is your school doing?

⁴ *School Athletics—Problems and Policies. op. cit., p. 88.*

INTRAMURAL ATHLETICS

The Scope of Intramural Athletics

WARREN R. EVANS

IINTRAMURAL athletics, of course, include those activities which involve students within an individual school. The term might include games and sports which take place in physical education classes, on school time during other parts of the school day, or during out-of-school hours. Often many recreational activities of a non-competitive nature are considered part of a school's intramural program.

The intramural program is the laboratory for skills taught in the regular physical education classes. If you think of the total physical education program as a pyramid, the physical education classes would be the foundation and would include all students, the intramural program would be next and would include a large number of students with a wide range of abilities, while the varsity teams might be considered the top and be limited to a relatively few students with the greatest skill.

Intramural programs are vital in the development of a total program which meets the needs of all students. Providing a good intramural program which effectively meets the needs of the student body is the administrative responsibility of the school principal and is often difficult to achieve because of limitations of time, facilities, and personnel.

PURPOSE

The intramural program is set up to provide the students with opportunities to put into practice the skills he has learned in his physical education classes, to provide recreation, to motivate students to improve their skills, to provide socially desirable energy outlets, to improve physical fitness, to develop group loyalty, to develop interest in wholesome activities which will carry-over into out of school life and later life, and to provide leadership training opportunities.

PROGRAM

The scope of the program should be as great as possible and should meet the interest needs of as large a percentage of the student body as the limitations of personnel, facilities, and equipment permit. "An activity for everyone and everyone in an activity" should be the continuing aim of a good intramural athletic program.

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The program should include team games, individual sports, and co-educational activities, as well as activities of a purely recreational nature. Many schools which claim to have good intramural programs would find, on close examination and evaluation, that their program is made up almost exclusively of team games such as soccer, basketball, and softball. Though these team games should be included in all effective intramural programs, one should not be satisfied with a program which does not include a wide variety of other types of activities.

The present needs seem to point toward emphasis on physical fitness and education for leisure. Our soft life brought about by the automobile, television, and other modern machine-age devices has led us into a sedentary life in which the fitness of our children is in danger. Machines are also shortening our working hours and increasing our leisure. There is evidence that we do not know how to use this increased leisure in a wholesome and effective manner.

The table on next page lists activities which might be included in an intramural program. Probably no single school would offer all of these activities, but a good program would include a wide range of activities.

ADMINISTRATION

One of the best methods of organizing for the effective administration of an intramural program is the formation of an intramural council of students under the leadership of one of the physical education teachers who is the director of the program. The members of the council should be carefully selected and assume a great deal of responsibility for the operation of the program. The duties of the council would include planning the program, scheduling activities, setting up tournaments, keeping records, handling publicity, and training and assigning officials.

Types of tournaments usually used are single elimination, consolation, double elimination, round robin, and the ladder. The single elimination tournament should be avoided if at all possible. Double elimination is next best and the round robin is by far the best if time and space permit. The type of tournament will depend, to a large degree, on the activity and the number of participants involved.

Intramural activities may be scheduled before school, during the noon hour, during activity periods, after school, in the evening, and on Saturday. In many rural schools where large numbers of students are transported on school buses there is an added difficulty in scheduling intramural activities for all students. The inclusion of an activity period at least once or twice a week has worked out well in some schools.

EXTRAMURALS

Extramurals are usually defined as athletic competition in which participants are students from two or more schools and differ from interscholastics in that they seek to involve all students irrespective of skill.

INTRAMURAL SPORTS ACTIVITIES

BOYS			GIRLS			CO-RECREATIONAL		
Team	Individual	Team	Team	Individual	Team	Team	Individual	Individual
F	Cross country	Archery	Field ball	Archery	Golf	Golf	Archery	Archery
A	Soccer	Bicycling	Field hockey	Bicycling	Kickball	Kickball	Bicycling	Bicycling
L	Speedball	Golf	Kickball	Golf	Modified games	Modified games	Golf	Golf
L	Tennis	Hiking	Soccer	Hiking	Relays	Relays	Hiking	Hiking
L	Touch football	Horseshoes	Speedball	Horseshoes	Tennis	Tennis	Horseshoes	Horseshoes
		Paddle tennis	Tennis	Paddle tennis			Paddle tennis	Paddle tennis
		Quoits		Quoits			Quoits	Quoits
		Tennis		Tennis			Tennis	Tennis
W	Basketball	Aerial darts	Basketball	Aerial darts	Modified games	Modified games	Aerial darts	Aerial darts
I	Gymnastics	Badminton	Skiing	Badminton	Skiing	Skiing	Badminton	Badminton
N	Ice hockey	Basket-shooting	Swimming	Basket-shooting	Swimming	Swimming	Basket-shooting	Basket-shooting
T	Skiing	Bowling	Tumbling	Bowling	Tumbling	Tumbling	Bowling	Bowling
E	Swimming	Deck tennis	Water games	Deck tennis	Water games	Water games	Deck tennis	Deck tennis
T	Tumbling	Fencing	Volleyball	Fencing			Fencing	Fencing
E	Water games	Ice skating		Ice skating			Ice skating	Ice skating
R	Volleyball	Rifle		Rifle			Rifle	Rifle
		Shuffleboard		Shuffleboard			Shuffleboard	Shuffleboard
		Table tennis		Table tennis			Table tennis	Table tennis
		Wrestling						
S	Baseball	Archery	Golf	Archery	Golf	Golf	Archery	Archery
P	Golf	Bait-casting	Kickball	Bait-casting	Kickball	Kickball	Bait-casting	Bait-casting
R	Lacrosse	Canoeing	Lacrosse	Canoeing	Modified games	Modified games	Canoeing	Canoeing
R	Softball	Fly-casting	Track	Fly-casting	Relays	Relays	Fly-casting	Fly-casting
I	Tennis	Golf	Relays	Golf	Softball	Softball	Golf	Golf
N	Track	Horseshoes	Softball	Horseshoes	Tennis	Tennis	Horseshoes	Horseshoes
G		Paddle tennis	Tennis	Paddle tennis			Paddle tennis	Paddle tennis
		Quoits		Quoits			Quoits	Quoits
		Roller skating		Roller skating			Roller skating	Roller skating
		Sailing		Sailing			Sailing	Sailing
		Tennis		Tennis			Tennis	Tennis

They usually involve only a day or two at the end of the intramural season and usually require few or no systematic practice sessions. Extramural competition commonly takes place in the form of play days or sports days.

The inclusion of some extramural activities which involve schools in the same school system or the same geographical area often is desirable as a culminating activity following an intramural season.

CONCLUSIONS

In far too many schools the intramural program is limited in scope and effectiveness because a disproportionate amount of emphasis is placed on the varsity program. Many pressures bring about this situation in various communities, but the educational justification is difficult to find. When ten to fifteen varsity basketball players spend ten hours each week with a coach in the school gymnasium while several hundred boys who would like to play do not get an opportunity to play basketball except in a single elimination section tournament, we need to take a good look at our total program.

The school principal should make sure that the personnel, time, facilities, and equipment are shared in such a way that all boys and girls get an opportunity to participate. Providing varsity programs at the expense of good intramural programs cannot be justified on any valid grounds.

Excellent intramural programs can be developed without a great deal in the way of personnel, equipment, and facilities if the principal and staff of physical education teachers really want to do the job. Developing a good program with a wide range of activities which really meet the needs of a large number of students can be just as rewarding as developing a championship team.

Providing intramural programs of the type we have been talking about takes time, hard work, and a lot of ingenuity, but it can and must be done if we are to have a real effective educational program for all boys and girls.



Adequately equipped locker and shower rooms are essential.

Leadership, Facilities, Time, and Budget for Intramural Athletics

MILO SONEN

FAR and away the most important single thing that can lead to a good intensified program of intramural athletics is the selection of the person to head the program. School principals must realize the importance of sound leadership in the intramural program and employ personnel accordingly. Almost anyone with a physical education background is qualified to do the job if he has the interest. Without interest and enthusiasm on the part of the director, the intramural program is destined for failure, or mediocrity at best.

LEADERSHIP

The majority of physical educators will prefer to coach, so it is usually not an easy task to find someone in the profession who is a good intramural man. It is possible to have an academic teacher operate successfully in the field of intramurals, but this is the exception rather than the rule.

If the intramural program has sound leadership, the principal can see that it is well organized with student assistants, sport managers, officials, publicity, printed rules and regulations, handbooks, *etc.* The well-executed program will pay off handsomely in student interest, attitude, and benefit, but the planning and publicity will have to be good before it can gain maximum student support (over 50 per cent participation).

FACILITIES

Most schools not having an adequate program in intramurals blame the fact on lack of time and/or facilities. These certainly could be determining factors but should never prevent a school from having satisfactory intramurals if there is a genuine desire on the part of school administration to have a real offering. As elaborate as some of our modern new high schools may be, it is doubtful that a complete program can be presented to the students without utilizing outside facilities. It is certainly true that every possibility on the school grounds and in the school building should be explored first, and then used; but, in order to have a broader program to care for the needs of more students, all possibilities in the community should be explored and working arrangements agreed upon so additional areas might be used. Many schools have been able to add bowling, golf, tennis, and swimming to their intramurals by leaving the immediate confines of the school.

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TIME

Time is always a factor in any phase of the curriculum. This is also true in intramurals, and again a great deal of planning is necessary in order that the available time is utilized to the fullest. There is the time before school, at noon, after school, and in the evening to consider.

Some schools using the afternoon have reserved a block of time (about an hour) immediately after the close of school. During this time, the varsity teams can have their meetings or supervised study with the coach. This plan has met with success in some areas, and its use gives a real boost to intramurals while not hurting the varsity program.

Some off-campus intramural tournaments take no school time at all. Individual sports such as tennis and golf can operate by themselves with the tournament brackets set up at the school. Participants need only to report their scores before the deadline which, of necessity, must be set by the director.

BUDGET

Financing an adequate, well-rounded program is a difficult problem for most school administrators because the broader the program is, the more expensive it naturally becomes. There are many activities in the school program that are not money-makers, and one certainly cannot justify only those activities that make money for the school. If possible, intramural sports expenses should come from the same source as does money for physical education supplies. These two areas are so closely allied that this arrangement is a most logical one.

But regardless of where the money comes from to supply the few essentials necessary for an intramural program, the per-student cost is so very low that every high-school principal in the country should leave no stone unturned in a sincere effort to have the best intramural program possible. In what other area are there such far-reaching benefits for so many students at a cost of pennies per student per year?



Flag football provides boys with safe and vigorous competition.

Meeting Present-Day Interests of Secondary-School Youth

PAUL A. FAIRFIELD

IN REALIZING that there is a challenge to meet present-day interests of secondary school youth, we should understand that a certain amount of what is needed physically has been decided for us before birth and is ours by heredity, such as the type of body we have, our bone structure, the length and breadth of our bodies, the number and patterns of muscle fibers, *etc.* The important thing, however, is not whether one inherits a ten-cent or ten-dollar constitution, but what he or she *does* with it.

This is an individual challenge to today's adults. Within this group are the school administrators, teachers, and employees directly responsible to guide, understand, teach, and counsel today's secondary-school youth. Coupled with this responsibility is the realization that we are dealing with another generation of future parents and taxpayers. These people will provide the best tools of our trade in the form of schools and facilities in the future if we have made education stimulating enough for them to remember.

INTERESTS OF AMERICAN YOUTH

Education is now competing with outside interests of secondary-school youth, such as employment (part-time), automobiles, speed boating, youth groups, *etc.* Secondary-school administrators are already aware of this and are facing up to reality in an attempt to find partial solutions.

The need to learn the basic skills of running, jumping, throwing, catching, *etc.* is still of prime importance in these accelerated days. In order to have a successful and orderly community, it is mandatory that all youth agencies coordinate their efforts in order to create experiences that we, as educators, deem desirable and worth while.

Community recreation centers; teen canteens; church youth fellowship groups; boys clubs; YM and YW associations; public, semi-public, and private camping groups; *etc.* need to come together in an effort to understand and be ready to assist in many functions of this youth-fitness program. Only through cooperative and mutual understanding and help may we hope to answer the many challenges of present-day youth.

Adults, experts, educators, ministers, and the like do not hold all of the answers; neither do they know all of these challenges. Our secondary-school youth should tell *their story*. Many problems have deeper roots than we may realize. When meetings are called, a delegation of boys and

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girls—vitaly interested in finding solutions for these challenges—should be included in the committee deliberations.

Whether we like it or not, the social values of the secondary-school youth have undergone drastic changes since World War II; yes, even since the Korean conflict. Mass participation in after-school activities, club programs, musical organizations, intramural and interscholastic programs, debating, and the like have suffered correspondingly during these times. At certain periods it has taken a master teacher or coach to hold their interests and control their enthusiasm for even a short period of time.

CHALLENGES FACING ADMINISTRATORS

Let us consider some of the challenges facing public secondary-school administrators that may contribute to poor quality teaching programs, inferior personnel, inadequate facilities, *etc.* in our own schools. Any or all of these components may well add to the problems of not meeting the present-day interests of youth.

One of the established duties of the secondary-school principal is to provide personal observation and supervision for all of the activities in his school. Navywise, it is the duty of the executive officer to see that his ship is "tight." Continuous inspections, meetings with subordinates and superiors, repetitious drills, *etc.* are factors in determining the effectiveness that makes for the true "fighting" ship. Similarly, the school is under the command of the principal and the program should be scrutinized carefully, questioned, and, if necessary, subjected to continuous inspection until, in his opinion, the "ship is tight."

Proper guidelines in program planning must be set down on paper to make certain that the physical education classes will contain the ingredients that will effectively promote better physical, social, and mental attitudes in boys and girls in the secondary schools. In some localities a "traditional" program of touch football, basketball, and softball cannot answer the aforementioned needs.

There is great need for the program of physical education to have as much objectivity as possible. Tests and measurement are not foreigners in the field of physical education. It is true that some tests may be time-consuming or expensive. So are college entrance examinations. Testing is necessary in order to evaluate properly the capacity and ability of a student in physical education. The principal should expect assistance from his physical educators in this category.

Proper continuity of program content from the kindergarten through grade 12 should also be expected by the secondary-school administrators. There is too little time in education today. Physical educators should not be guilty of wasting precious minutes by repeating activities that were taught in earlier grades or concentrating on worthless contests. By presenting orderly, creative, fresh, and interesting programs, boys and girls will develop a lasting appreciation for physical education.

The administrator must also provide checks and balances in the form of policies and statements to provide clear avenues of understanding for all physical education staff members. Too often problems have occurred because communication has been totally lacking or misinterpreted.

The successful administrator will allow as much time as possible for consultation with physical education teachers to discuss programs, activities, and all phases of their field. It is at this time that he may evaluate and determine the positive or negative effect that physical education has on the student enrollment in his school.

Certainly next in importance to the class program of physical education is a comprehensive after-school intramural activity program. The needs of the great majority of pupils who may be either disinterested or not capable of participating in the varsity athletic program *must* be met. The secondary-school principal should demand that many activities be offered boys and girls and that these activities should have priority on both time of day and facilities. Administrators should realize, also, that trained physical education teachers should be responsible for the direction and administration of this program. Too many times the chore of an after-school assignment has been placed upon some unsuspecting, untrained, disinterested, *new* academic teacher. If we recognize the need of impressing our students in participating in carry-over sports and activities that can be enjoyed in adult life, the intramural program should deserve the utmost in our consideration, planning, and supervision.

The interscholastic athletic program is next in importance and deserves careful and prudent administrative guidance. We recognize that this program is devoted to the athletically gifted boy and, therefore, realize that many clock hours are devoted to the end result—interscholastic competition. The administrator is responsible to control these activities using, if he desires, the many state and league rules and regulations governing the sports as his guidelines as well as his own convictions.

Of major concern in the total operation of this program is the individual participant. It is most important that the health services division present complete health information concerning our boys and girls. Periodic physical examinations are a "must" and a comprehensive health inventory should be a requisite before any boy or girl competes in scholastic athletic activities. Programs adapted to the needs of physically handicapped should be offered as needed.

Formal classes in health education will afford our students proper attitudes and knowledges regarding emotions, social and mental health. The properly trained health educator is a most important member of the "team" of experts involved in educating our youth correctly.

One king-sized problem that is most apparent in all school districts is the current "hot-rod" craze. The ability to be able to get "more places in a shorter time" is not new to modern civilization. This is how our Nation

has prospered. We are concerned with the school youth's use of time that he saved "speeding up." Tragically, we realize that this is occasionally answered in the obituary columns.

Would not this challenge be met by secondary-school administrators revising their estimates of safety programs and demanding that their curriculum contain basic driver education courses with after-school programs that can well embrace broader avenues such as obstacle course driving, mechanics courses, traffic safety instruction, *etc.*?

CHANNELS OF ADMINISTRATIVE AUTHORITY

It is well-nigh impossible for the secondary-school administrator to oversee the many facets of the programs that have been mentioned. He should have assigned to him capable assistants with exceptional backgrounds in specific functions of the aforementioned activities to be responsible for orderly direction and progress. He should expect that he will be kept informed at all times, and that judgment will be properly exercised by his assistants.

It is only through well-developed channels of administrative authority that adequate programs of health and physical education, having purpose and direction, may be administered. We will expect that our young men and women, upon graduation, will have achieved a high level of strength, endurance, agility, and other aspects of physical fitness; created healthy attitudes; and acquired knowledges that should result in the attainment of our goal—the physically educated boy and girl.

Dr. Paul E. Elicker, formerly Executive Secretary of the American Association for Secondary-School Principals (NEA), at the National Conference on Fitness of Secondary-School Youth (Washington, D. C., 1958) stated: "Many agencies have helped the citizens of America recognize the need for fitness. It is my firm conviction that the public support your groups have generated will advance the fitness of youth. The schools reach almost every child directly for the most formative years of his life. Is it not obviously logical that if we, as a Nation, wish to improve the fitness of our youth, we should give particular care to strengthen the services of the institution which so heavily influences youth fitness?"

GIRLS SPORTS

The Scope of Girls Sports Programs

ANNE FINLAYSON

THE purpose of a girls' sports program might be defined as one offering opportunities for girls to improve their skill in chosen activities, to compete against others of comparable skill, and to develop acceptable standards of conduct.

Sports for girls at the high-school level should be an outgrowth and complement of the school physical education program. They should be used constructively for the achievement of desirable educational objectives. Wholesome and beneficial experiences should accrue and result in desirable conduct and attitudes if they take place under favorable conditions and under good leadership.

Sports competition should be available to all girls, should be planned for the good of those who play, and should be a means of enjoyment. The *DGWS Statement of Policies and Procedures for Competition in Girls and Women's Sports* says, "Sports needs, interests, and abilities are best met through sports programs which offer a wide variety of activities and provide for varying degrees of skills. Limiting participation in competitive sports to the few highly skilled deprives others of the many different kinds of desirable experiences which are inherent in well-conducted sports programs. Development of all participants toward higher competencies and advanced skills is a major objective in all sports programs."¹

TYPES OF SPORTS COMPETITION FOR GIRLS

Sports competition for girls can be planned within three different types. These are designated as intramural, extramural, and interscholastic.

Intramural competition. Intramural competition occurs when the girls participate in activities within their own school. Any of several kinds of organization may be developed to carry out this type of competition. Teams might represent home rooms or clubs or they might be formed informally from among all the girls interested in participating in a given sport. Tournaments should be planned according to the interests of the participants.

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¹ Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation; a Department of the National Education Association, *Statement of Policies and Procedures for Competition in Girls and Women's Sports*, reprint from *Standards in Sports for Girls and Women*, 1958 edition, 6 pp.

There are several different types of tournaments from which selection can be made for any activity. The round-robin schedules each team against every other team. The elimination tournament, as its name implies, eliminates a team when it is defeated. The double elimination tournament provides for the losers to set up another division and continue in play until defeated a second time. This method allows for two winning teams—one for the first division and one for the second. The ladder tournament places each team on a step of a ladder and allows teams to challenge others above them.

Extramural competition. Extramural competition takes place when girls from two or more schools compete. It provides an informal invitational type of competition and does not include rigid season-long schedules, intensive elimination leagues, or championships. As in intramural competition, there are numerous ways to plan for participation. In planning for this type of competition, a school issues an invitation to another school or schools to participate. The host school determines and specifies the organizational pattern for the day. This could be in the form of sports days, play days, or telegraphic meets.

Sports days involve teams from each school participating as a unit in competition against the other school or schools. Play days involve girls from all of the schools being selected to play on play-day teams. These teams are sometimes designated as color teams, and membership on the teams is determined by chance or pre-arranged selection. The telegraphic meet (also called mailographic) involves two or more schools. They plan for competition at their own schools and compare the results by telephone or mail. Such sports as bowling, archery, track and field, and swimming are especially suited to this type of competition.

For extramural competition, the host school would specify the organizational pattern to be followed, the activities that would be included, the number of teams that should represent the school for each activity or the number of girls to be invited, and the type of tournament that would be played such as round robin or elimination. Extramural competition might be planned for one or more activities. For example, one might have volleyball as the only activity or volleyball, table tennis, and badminton might be scheduled.

Interscholastic competition. Interscholastic competition also involves participation as a school group in competition against other schools. It differs from extramural competition in that it is more formal and includes a series of scheduled games with similar teams from other schools within geographical area. Intramural and extramural competition are considered much more desirable than interscholastic competition and should take precedence when planning sports competition for schools. In fact it is advisable to consider interscholastic competition only when the needs of highly skilled girls cannot be met through intramural and extramural competition.

Coeducational Competition. Another aspect of the girls sports program which merits consideration is coeducational competition. Such activities as bowling, tennis, golf, and archery lend themselves especially well to coeducational activities. This part of the program is best carried out on the intramural or extramural basis, or as a telegraphic meet.

It was mentioned earlier that a wide variety of activities, both team and individual, should be included in any program of sports competition. Geographical location, available school and community facilities, size of school, and interests of the girls will be the determining factors in what should be offered. Selections for competition might be made from such activities as archery, aquatics (including swimming meets and synchronized swimming), badminton, basketball, bowling, field hockey, golf, lacrosse, softball, soccer, speedball, table tennis, tennis, track and field events, volleyball, and winter sports.

OFFICIAL RULES AND STANDARDS

In planning for sports competition for girls, it is recommended that official rules authorized by the Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation be used, and that standards established by that same organization be followed.²

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Standards for Girls Sports in Secondary Schools

Sports programs for girls in secondary schools should be encouraged and promoted and should be those which contribute to total fitness, to enjoyable use of leisure time, and to the development of the most desirable and attractive physical, mental, and emotional qualities of young womanhood. A major objective in the sports program should be the participation of many through the offering of a variety of activities which will meet and challenge the competitive needs of girls of varying abilities.

Every girl enrolled in the secondary schools should have the opportunity to receive instruction and to participate in a varied sports program. This program should meet the students' needs, interests, and abilities; it should contribute to the students' health and welfare; it should contribute to the total educational program; it should have value in after-school community life; and it should be under the direction and supervision of a professionally trained physical education teacher.

This statement implies the importance of: (1) a safe and wholesome environment, (2) a thorough medical examination, (3) safeguards for the protection of the health and welfare of the players, (4) a choice of both individual and team sports which are acceptable for girls in our society, (5) values and practices which are educationally sound, and (6) a high quality of leadership.

²A statement of the Joint Committee on Standards for Athletics in Secondary Schools (American Association for Health, Physical Education, and Recreation; National Association of Secondary-School Principals; and National Federation of State High-School Athletic Associations.) Appearing in the *Basketball Guide* of the DGWS, AAHPER, 1960, p. 108.

Guiding Principles

1. The sports program should meet individual needs with consideration given to physique, interests, ability, experience, health, and maturity.

2. A medical examination should be given each girl prior to participating in the sports program.

3. A healthful, safe, and sanitary environment should be provided for all activities.

4. Every girl should have the opportunity to participate in a variety of activities including both individual and team sports.

5. Competition should be equitable between girls of approximately the same ability and maturity with due consideration given to players ranging from the unskilled to the expert.

6. Lengths of sports seasons should be limited and maximum number of practice periods and games carefully weighed.

7. Games should be played according to girls' rules and the officiating done by qualified officials.

8. Types of competition should be varied. Intramural competition should be stressed, and extramural competition should be an outgrowth of the intramural program. Extramural competition should be limited to a small geographic area, should be separate from boys' contests when possible, and should include informal social events after the games.

9. The leadership for the program should be of the highest caliber. The instructing, coaching, and officiating should be by qualified leaders and preferably by women wherever possible.

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Sports competition can be a desirable experience for girls when the administrator and staff plan together to meet the needs and interests of the girls, when the activities are used constructively for the achievement of desirable educational objectives, when it is an outgrowth and complement of the physical education program, and when it takes place under favorable conditions and good leadership.

Program, Facilities, Time, Leadership, and Budget for the Girls Sports Program

MARY E. McCOY

AS IS often stated regarding the sports program for girls—"Girls are not boys." This should be obvious in their sports program. The lack of differences in the programs and the purpose of sports for girls may have been the key that locked many doors on the girls sports programs of the past. So perhaps a philosophy of sports *unique to girls* may not be

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the key that can release the inherent potentials of intramurals and interscholastics to the benefit of all the girls in the school. The responsibility for the formulation of such a program rests with the principal of the school who has the vision, the desire, and the courage to demand a sports program that is designed solely for girls.

PRINCIPAL'S CONCERN

The principal holds the key to the adequacy of the girls sports program whether it be in class, intramurals, or interscholastics. Without the perception, understanding, and support of the principal, the sports program for girls may become limited to a varsity team sports program for a few gifted girls rather than a broad program for all girls. The needs and interests of all girls are served most adequately by an intramural and extramural program encompassing a variety of activities.

What are the basic tenets that should guide the principal in relation to girls sports?

The Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation has numerous publications, rules, teaching articles, and standard statements¹ available as well as consultant services. These are the bases for the suggestions offered in this section.

INTRAMURALS AND EXTRAMURALS

The program for intramurals springs from and supplements the class program. Intramurals offer opportunities for using the skills, knowledges, and game strategy learned in physical education classes. Intramurals provide situations for student leadership, growth in self-direction, and teacher guidance in successful community living. The competent teacher of physical education is sensitive to girls' needs for physical activity beyond the physical education class with her peer group in activities that interest her, that are within her skill range and yet challenge her.

There should be opportunities to participate daily in a varied program of physical activities, stressing individual and dual sports in the later years and team sports in the junior high school but including a variety of dance activities, and aquatics where possible. The activities should not be limited to the walls of the gymnasium or the school fields, but use should be made of other school areas as well as community facilities. Usually, opportunities are limited only by the lack of vision, imagination, and industry of the teacher if she has the support of the principal. Therefore, his supervision of and concern for the sports program for girls are paramount to expansion.

To do this requires planning for and with a group of students, perhaps a council. The council composed of students with teacher leadership aids in the successful operation of an intramural program. It requires adequate

¹ See "Standards for Girls Sports in Secondary Schools," appearing in the *Basketball Guide* of the DGWS, 1960, p. 108.

financing from the general school budget. It also requires that recognition and status be given the group by the principal. It may even require leadership and stimulation from the principal, but the rewards to the girls are immeasurable. The principal's vision of a group of trim, neat, and enthusiastic girls planning, officiating, and helping and participating together in sports, aquatics, or dance must also be tenaciously held if he is to maintain equal opportunities for the girls in regard to facilities, time, and good teaching.

The pressure of interscholastics, cheerleaders, coke sellers, flag wavers, drill teams, pep squads, and majorettes is intense. Although all of these may have a place in some schools, they should not be substituted for intramurals and extramurals.

There are two general types of extramural competition—sports days and varsity or interscholastic competition. Sports days where school groups participate as a unit are an outgrowth of intramurals. Although the competition is more intense and the coaching increased, there is no rigid seasonal schedule or championship. Interscholastic competition implies the coaching of a selected squad for scheduled play in a league where a champion results. The principal is responsible for the selection and guidance of this type of competitive program in his school.

It is suggested that the program of extramural sports for girls has a place *IF* it is an outgrowth of broad intramural program which enhances that program rather than detracts from it in either status or facilities. It is the right of a girl to know how good she is in reference to other girls.

INTERSCHOLASTIC PROGRAM

Thus, the interscholastic program should be limited as to time of varsity practice; *i.e.*, a few weeks. It should be limited as to number of games; *i.e.*, one a week for a limited number of weeks. It must be for the physically gifted, mentally alert, and emotionally stable if the majority of girls are to experience satisfying competition.

The interscholastic program for girls must operate under a code of ethics, a code of physical environment, a code of moral beliefs and practices particularly adapted to girls' athletics and not a replica of boys athletics. The benefits to be derived from interscholastic athletics for girls must be carefully stated in terms of their needs, interests, and the cultural environment. They must be constantly evaluated in these terms and continued only as long as the values to the girls are evident.

The interscholastic program may best be served in the form of periodic sports days for the junior high-school level, where several schools come together for team competition and social activities. At the senior high-school level, scheduled sports days are excellent where the school groups compete in various sports on an individual, dual, or team basis. There may be A and B teams to provide increased opportunities for competition. The total points might determine the school winner, rather than one game. Again the stress should be on the values to the girls.

OPERATIONAL CODE

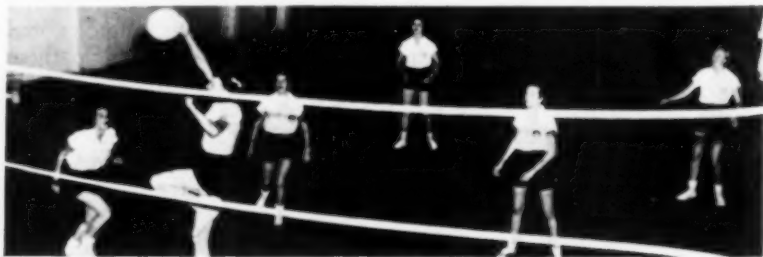
The school's policy statements should be based on the educational philosophy of the school system. The objectives of the sports program for girls should be stated clearly and concisely. These should be the base for the specific details of eligibility, organization of intramurals, policies of interscholastics, budget, and other pertinent data to assure best practices in the conduct of the program. Previous to the start of a sports program for girls, an operational code should be formulated and presented to the principal for approval. Thus a new teacher, a new school, or a new principal can become acquainted with the purposes and procedures of the program. The community, too, as well as other members of the faculty, can be made aware of the program, the possible changes in emphasis since they were participants, and thus become ambassadors of understanding. The code should be given desirable publicity so the school and community will be aware of it and be able to differentiate between the purposes of sports for girls and other sports programs operating in the school or community.

IMPORTANCE OF LEADERSHIP

The core of the sports program in class, intramurals, and interscholastics is vested in the leadership. The principal's greatest responsibility lies in the selection of the woman physical education teacher who is to be the heart of the program. Her intramural and extramural program is a part of her teaching load. In some schools, the number of students or the extent of the program may indicate the need for several women assistants, but one teacher should be responsible for the coordinated planning of the program. To assure an educational intramural and extramural program, the principal must demand a teacher who uses the area of physical education for educational purposes in today's world.

"In brief, the school must be a place where pupils go, not merely to learn, but to carry on a way of life."²

² Boyd, Bode, *Democracy as a Way of Life*, New York: Macmillan Company, 1948, p. 77.



Volleyball, an excellent team sport for girls.

Who Should Be Responsible for the Girls Sports Program?

LOIS E. MESSLER

"LEADERSHIP, to be constructive, must be sound, expert, and consistent."¹ These qualities must be a part of the administrator, the teacher, the captain, and the squad leader if the sports program is to be for "the good of those who play." The leadership must be geared for the good of those led, it must be based upon knowledge of what to do and mastery of the way to do it, and, finally, it must adhere to a set of justifiable values which will apply to all persons and under all conditions.

ADMINISTRATOR'S ROLE

The administrator is responsible for the total education of each student. Thus, it is he who is obligated to provide circumstances that will permit the girl to develop to her fullest. Therefore the administrator interprets the purpose, selects and empowers the direct leader, provides for and supervises the facilities and equipment, oversees the general conduct of the program, and controls the public relations between players and audience.

In order to achieve the purpose of the program, which includes the welfare of the individual and her needs, the administrator should be familiar with the present accepted practices in the field of physical education for girls. To ensure the accomplishment of his purpose, the administrator selects the properly qualified teachers and leaders and gives them authority. The sports program is educational when it is under the direct control of the school administration and not under any outside authority. It is a part of the school curriculum and should always be under the leadership of qualified educators. This program should be a part of the class work in physical education, and the after-school program is an outgrowth of this instruction.

The administrative leader should see that provision is made for the best facilities which will serve the greatest number of girls in diversified activity. Being aware of the needs, capacities, and interests of the participants, the principal should strive to have available facilities and equipment. All play areas should be kept in good condition and maintained in accordance with the dictates of health, safety, and enjoyment.

The administrator should have a definite point of view about the scope of the sports program for girls, health safeguards, degree and type

¹ See "Standards in Sports for Girls and Women," appearing in the *Basketball Guide* of the DGWS, 1960, p. 108.

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of competition, and awards. The teacher or coach who is the assistant to the administrator in the girls sports program should be in agreement with the administrator. She is the person who deals directly with each girl and is responsible in a large measure for what happens to her through sports activities. Therefore, she must know the standards set for the administrator and those set for the girl and must be able to act accordingly.

QUALITIES OF THE LEADER

Such a leader must have planned preparation. There are certain fundamental qualifications for teaching or coaching sports which can be analyzed and acquired by those who want to be good leaders. Other things being equal, a woman should be the leader of girls, for she is by nature better equipped to understand their individual needs than is a man.

The teacher should be qualified to teach because of her own professional preparation for the responsibilities of teaching as well as her own personal qualifications. She should be fully versed in the rules and skills of the sports she is teaching.

Certain things every leader should know include thorough understanding of games including rules and strategy; knowledge of activities based on suitability for girls—adapted to their level of skill, interest, and strength; knowledge of a graded, progressive program; and knowledge and sufficient skill in the activity itself to be convincing and effective in teaching.

"The leader's philosophy, beliefs, or attitudes toward the conduct of the sports program are most important and are the real evidences of good professional preparation."² She should be interested in providing opportunities for all girls to play, in controlling situations where the health of the player is endangered, in conducting all activities in accordance to the standards suggested by the Division for Girls and Women's Sports (AAHPER) and its rules, and in obtaining rated women officials and training others to become rated. The leader should be a living example of the standards which have been set up for the girls.

A sincere leader, professionally minded, will keep up to date with current literature on sports problems and will be alert to all modern developments in the field of sports. She should obtain and retain ratings as an official in various sports.

The teacher should have outstanding physical, mental, emotional, and social traits which she hopes to bring out in others as a result of her leadership. She must have physical endurance and strength along with enthusiasm for the activities and for the girls. The leader must be emotionally mature and should act with reference to the welfare of others instead of for her own satisfaction. She must have a pleasing voice and speak clearly. Her personal appearance must be agreeable to others. At all times she must remember that she is educating "ladies" by precept and example.

² Ibid.

The evaluation of the teaching is measured in the development of the girl. The participant should show some evidence of increased knowledge, improved skills, better personal habits, and desirable attitudes. Self-direction expressed by the girl will be a good test of real leadership. A leader in the true sense is continually interested in training leaders by delegating responsibility to others and thus guiding their development rather than always telling them what they should do.

If not enough time can be devoted by the physical education teacher, help may be asked of other faculty members who might have some previous knowledge or experience in the activity. This is a possible solution only if the physical educator supervises the program.

Further assistance may be obtained by making use of the student leaders in the Girls' Athletic Association, an organization composed of those girls who are participating in the sports program. This gives further opportunity for the development of the leadership mentioned above.

Whoever assumes the responsibility and opportunity of being a leader must look beyond star performance, and must consider sports as the means through which the girl can develop herself mentally, physically, and socially.

Is the Sports Program Designed To Meet the Needs of Girls?

FRANCES TODD

JUST as literature is one phase of English and addition a part of mathematics, so are sports just one part of the total physical education program. But, because we are such a sports-minded nation, games and sports tend to dominate the physical education curriculum—time-wise, space-wise, and staff-wise.

Most of our American sports are played by both men and women. Many, such as tennis, badminton, and golf, have identical rules and skills for players of both sexes. Others such as basketball have the same basic skills in both the boys and girls games, but the rules have been modified to suit better the physical and emotional needs and abilities of girls. A few sports which involve body contact, like football, are physically and culturally unsuitable for girls.

Although the rules and skills of most sports are similar, there are two real differences in the manner in which the same sports are played by men

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or by women. *First*, women rarely achieve as high a degree of speed, endurance, and skill as do men. *Second*, most women are much less eager to participate in sports on as high a level of intense competition as are men.

A very few girls, the athletically gifted, do reach very high skill levels and enjoy and benefit from top-level competition. Sports programs, like other school programs, should provide opportunities for all ability and interest levels.

The range of athletic ability within either sex is greater than the differences in athletic ability between the sexes. For this discussion let us explore only the scientific and empirical bases for the differences between the sexes as they relate to the girls sports program. The differences derive from the physical and emotional uniqueness of the girl herself and from what society expects of her because she is a girl.

Let us highlight some of the key questions that school administrators might ask to determine if the sports program in his school meets the needs of girls.

WHY DO GIRLS NEED SPORTS?

The answer is simple: sports provide girls with physical activity that is beneficial and enjoyable. But why this need for physical activity? The need for physical activity, or just plain exercise, is innate and lasts from before birth until death. Human anatomy and human physiology require and are adapted to movement. Although technology has provided man with push-button productivity for his material needs, no pills, no shots, and no mechanical devices have been invented to invalidate the law of use and disuse.

The major reasons why exercise is necessary for the proper growth and development of the human body are familiar to administrators. The high-school administrator, to evaluate the girls sports program, must understand the need for activity for girls and boys alike but, in addition, he should be familiar with how girls' needs for physical activity differ from those of boys!

Up to age twelve, there are few significant differences between the athletic abilities of boys and girls. Elementary-school children of both sexes are about equal in strength, speed, reaction time, and gross and fine coordination. Cultural differences channel boys into manly sports activities; the girls find they can compete physically on fairly equal terms in games involving basketballs, softballs, running, jumping, and throwing. At junior high-school age, however, this picture changes.

DO GIRLS GET ADEQUATE PHYSICAL ACTIVITY?

- Is most of the class time devoted to activity, rather than to roll call, waiting for turns, *etc*?
- Is the curriculum well balanced between team, individual, and dual sports? Between the strenuous and the not-so-strenuous?

- Is there adequate opportunity for girls to develop a depth of interest and a high skill level in sports of their choice, rather than a repetition of the exploration and sampling of childhood?
- Is there provision for intermediate and advanced instruction?
- Is there competition for the highly skilled, the average, and the below-average?

At puberty, girls and boys already have developed about nine tenths of their adult muscle coordination, speed, and reaction time and about one third to one half of their adult muscular strength. The secondary-school program, then, should provide opportunities for the optimal completion of this development. Surely the soft living in the average home and community does not.

Girls today achieve both physiological maturation and social sophistication at an earlier age than did girls of previous generations. Even so, and even considering that girls mature earlier than do boys, the adolescent girl cannot compete physically on equal terms with the boys. The developmental pattern of the teenage girl is such that she may compare favorably or even surpass the boys in fine muscle coordination, but she will be at a disadvantage in speed, reaction time, and, in particular, in strength. Compared with boys, girls have less heart capacity, a lower center of gravity, and minor though significant differences in the joints at the hip, shoulder, and elbow. Perhaps, because girls just cannot compete on equal physical terms with boys in sports, girls are less highly motivated toward highly competitive and extremely strenuous sports.

DOES HEALTH INSTRUCTION GO HAND IN HAND WITH INSTRUCTION IN SPORTS SKILLS?

- Do girls learn the *why* as well as the what and how of sports?
- Do girls learn

Why they cannot run as fast nor throw a ball as far as boys?
Why physical activity promotes good complexions, trim figures, may prevent menstrual discomfort, prepares for child bearing, and promotes sound mental health?

Girls need the physical activity provided in sports for healthful maintenance of general circulation, and to augment the hemoglobin level of the blood. The red blood cell count in the female characteristically is lower than that of the male at any age. Adolescent girls frequently are anemic, and because of this may lack adequate stamina to live their very full lives without undue fatigue. Physical activity steps up the body chemistry to release and produce more red blood cells, which, in turn, revitalizes the whole body.

Further, girls need strong muscles. True, fashion and social expectancy frown upon the girl with bulging biceps, but a trim figure is admired by the men and desired by the women of all ages. One specific group of muscles which need to be as strong as possible in girls is the abdominals—

not only to provide a built-in girdle so skirts fit smoothly, but, more importantly, because much menstrual pain may be prevented and child-bearing made easier and safer if abdominal muscles are firm and strong. Naggng backache, more common among women than men, frequently can be prevented and/or relieved by physical exercise which conditions and strengthens back muscles, and by postural habits which reflect efficient body mechanics.

DO GIRLS ENJOY SPORTS?

Most American girls do not enjoy exercise just for the sake of exercise. Girls tend to endure formal gymnastics when required to do so, but they really enjoy the fun and exhilaration of sports and games. Fortunately, well-rounded generalized activity, as in most sports, can develop strength, endurance, and coordination just as well as can calisthenics.

The element of fun and sociability that should accompany sports correlates positively with the development of sound mental health. Youth is a period of great energy. This vast store of energy cannot be kept. It must be spent as fast as it accumulates. This expenditure of energy is accompanied in youth by aggressive behavior which can be either beneficial or detrimental. If this energy is expended constructively as well as enjoyably through sports, a positive contribution is made to the development of sound mental and physical health. And girls who enjoy school life rarely are dropouts.

That physical fitness has mental health concomitants is shown, for example, by a study of West Point cadets. This investigation showed that the bottom 7 per cent of the cadets on the physical fitness scale had also an incidence of 14 per cent who were in need of psychiatric care or were discharged for psychiatric reasons. On the other hand, none in the upper 50 per cent in the fitness tests showed any psychiatric problems. Although no similar studies are known concerning girls, it seems logical that similar findings would apply to girls. Since mental breakdowns are increasing, particularly those triggered by fathers who desert their families, any activity such as sports which contributes to mental health warrants adequate time and consideration in the curriculum.

IS THE TEACHER A GOOD MODEL?

- Is she feminine in appearance, voice, manner?
- Is she enthusiastic about sports, as well as about other recreations?
- Is she skilled in at least one or two sports?
- Does she teach so the girls *enjoy* as well as learn sports?
- Does she capitalize on the strong influence on teenage girls of fashion, style, popular magazines, TV, movies, as it might apply to motivating girls in sports?
- Is her teaching altered by valid research findings even though they break with tradition?

Man cannot live by bread alone. Nor can we justify a school sports program for girls solely on its contributions to their physical needs. Social needs and the expectancies and demands of the world in which we live are of equal importance to the meeting of physical needs.

Whereas basic physical needs are as unchanging as is the human body, social needs are almost kaleidoscopic as they reflect the ever-changing culture. In the space-age sixties, the role of woman is in sharp contrast to that of the naughty nineties, the terrible twenties, or even the fast forties. Woman's role has changed from one inferior to man's, one of merely wife-mother-housekeeper to a role that is equal to man's, not identical and neither inferior nor superior. Man's role, too, has changed. He is no longer the lord and master, but rather a partner with half interest.

When today's high-school girl becomes a wage earner, she finds herself among the 40 per cent of all women in our country who are gainfully employed outside the home. Temporarily she may be just a wife and mother, but she is very likely to return to the business or industrial world just as soon as grandma can qualify as a baby-sitter. In her dual role as wage-earner and homemaker, she will need to be physically and mentally as fit as possible.

ARE CO-EDUCATIONAL SPORTS A PART OF THE PROGRAM?

- Do they contribute to present boy-girl relationships, to the recreational needs of young marrieds on small budgets, or, preferably, to both?
- Are the rules they play by suitable for the girls as well as the boys?
- Are fun and the development of social skills the prime objectives?

Marriage and parenthood come earlier these days. Families are larger, leisure hours are greater, people live longer. And homes frequently shelter the very young as well as the very old.

DO GIRLS HAVE OPPORTUNITIES TO LEARN GAME SKILLS OF AGE GROUPS OTHER THAN THEIR OWN?

- Family recreational skills for youngsters and oldsters living in the same household?
- The sports and games of other social classes, other cultures?
- Sports and games that can be played in small areas?

Looking ahead for a decade, the U.S. Department of Labor predicts that even more women will be in the labor force, and that most of our jobs will be of the sit-down sort. By 1970 there will be more of everything except space and the natural opportunities space offers for exercise. Population explosion and the growing economic competition for land space will find us living in smaller homes, working in smaller offices, and having less backyard or community space for play.

But the human body will continue to need activity, and the human mind will still benefit from enjoyment and exhilaration. Young people, then, need to learn games and sports that can be played in relatively small space and that will still provide exercise and fun.

WHAT ABOUT SKILLS THAT CARRY OVER INTO ADULT LIFE?

That young people need to learn skills which carry over into adult life is axiomatic to any educator. Sports skills acquired in school may be of relatively temporary value as today's family moves to new neighborhoods and into older age groups. But the outcomes of sports—stamina, coordination, endurance, speed, fast reaction time, enthusiasm, economy of body movement, efficient posture, graceful movement, and self-respect for one's body—are the foundation stones for lifetime mental and physical fitness. Girls need all of these to cope with the changing demands of family and community life and to enable them to take up confidently new forms of physical recreation as they get older and as they move into communities that are different from their home town.

SUMMARY

It appears, then, that Eve just is not the same as Adam, albeit both are members of the human race. So, in evaluating a school sports program in terms of the needs of adolescent Eve, administrators might well consider that physical activity through sports is not an end in itself—rather, it is a means for a better life, present and future; that girls' needs for physical activity are, in part, the same as boys. But in many important areas they are unique. Therefore, a program based upon the needs of girls must consider both the social expectancy and the feminine self-concept.



Uniforms should be required in girls gym classes.

RECREATION

The Scope of Recreation

HOWARD G. DANFORD

VOLTAIRE once challenged a friend with, "If you would speak with me, define your terms." It is important that we have a common understanding of the word "recreation." At the present time there is considerable difference of opinion. Recreation means different things to different people. We are not concerned in this article with those leisure activities which are harmful to the individual or society. They may be recreation but not in the sense that the term is used here. Fagin was an educator of young thieves, but education is not so defined. For purposes of this article recreation is defined as a field of activities, freely chosen, possessing potentialities for the enrichment of life through the satisfaction of certain basic individual needs and the development of democratic human relations. In accordance with this concept, recreation possesses four basic characteristics: (1) It occurs during leisure; (2) Participation is voluntary; (3) It brings immediate and continuing satisfaction; (4) It is socially desirable.

RELATIONSHIP OF RECREATION TO EDUCATION

The relationship between education and recreation should be an extremely close one. Many of the activities taught by the school as an integral part of education are exactly the same activities as those comprising the program of recreation. There are no essential differences between literature and volleyball taught in a school setting, and the same interests enjoyed during one's leisure. The extent to which youth and adults participate voluntarily during their leisure in activities taught by the school is one direct measure of the effectiveness of teaching.

Teachers, generally, use a more formal approach to activities and are more concerned with educational outcomes, while recreation leaders are more interested in the enjoyment of the activity, in which participation is entirely voluntary. However, recreation leaders are realizing more and more that fun alone is not enough and are conducting activities in such a way as to achieve other values related to human welfare and the enrichment of life without sacrificing the value of enjoyment. Recreation, so conducted, is education, in a very real sense. Among the characteristics of recreation which enhance its educational possibilities are these:

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1. It is freely chosen, therefore the individual is in a state of readiness for the activity with no artificial motivation necessary;
2. It is enjoyable, interesting, and purposeful, else the individual would not participate; and
3. Since many recreation situations are highly emotionalized, they possess great potentialities for learning.

When teachers present their school subjects in such a manner as to stimulate greatly the interests and heighten the enjoyment of their students, then education may become recreation. As the quality of both recreation and education improves, the line of demarcation between the two becomes faint and indistinct.

SIGNIFICANCE OF LEISURE IN AMERICAN LIFE

There is a great deal of truth in the statement that, "What a boy is depends upon what he does when he has nothing to do." For when people are free to choose what they shall do, they reveal their deeper selves. What a man does on the job he may do from necessity, but what he does in his leisure he does by choice.

Leisure is time, free time; it is an opportunity to do those things which are inherently satisfying; it is time for choices and upon the nature of those choices rests in a large degree the welfare of both the individual and society. There is nothing inherently good nor bad about leisure. It may prove a blessing or a curse depending upon how it is used. History reveals that great civilizations have been erected upon a foundation of leisure, constructively used, and that great civilizations have been destroyed, partially through the misuse of leisure.

Leisure still is only a dream in many nations of the world, but has become in America an almost universal commodity, a by-product of our advancing technology. The average work week is now approximately 40 hours, and we stand only at the threshold of the Atomic Age with its fantastic prospect of greatly increased leisure for the future. In addition, the passage of child labor laws, the rise of cities, and a continual pushing back of the time when young people may begin their life's work have created a situation wherein leisure becomes an ever-increasing segment of the lives of youth at a time when energies are greatest and judgments weakest.

Will this new leisure be used constructively or will dissipation increase? No other civilization has been able "to withstand the combination of time and money in the hands of its masses." A nation that can create a leisure which it cannot intelligently use may well have a Frankenstein on its hands which will eventually destroy it. One of the great social problems confronting us today is to create a civilization that does not disintegrate under leisure. It is no exaggeration to say that the solution of this problem lies largely within the province of the schools.

THE SCHOOL'S RESPONSIBILITY FOR RECREATION

People do in their leisure, if opportunities are available, what they like to do and they like to do that which gives them enjoyment, happiness, and satisfaction. In general, people like to do what they do well and dislike to do what they do poorly. The most important responsibilities of the school in the area of recreation, therefore, are as follows:

1. *The school should educate for the worthy use of leisure.* Education for leisure, or recreation education, is the major, unique, and continuing responsibility of the school in relation to recreation. This involves the development to the highest possible degree of leisure skills, interests, and appreciations. This imperative responsibility must not be left to chance, but must be planned for as carefully, intelligently, and deliberately as are other values for which the school strives.

Literature, science, art, drama, music, physical education, and all other areas of the educational curriculum should be explored carefully to determine their leisure potentialities. These aspects should be taught deliberately with a view to increasing skills, understandings, and appreciations, making them more meaningful and enjoyable to students with a view to the development of absorbing, lifelong interests.

It is not enough simply to educate for leisure with the materials which already exist in the curriculum; the curriculum may need to be enriched. For example, a careful analysis of the physical education program may reveal an impoverishment with respect to activities having considerable carry-over value, such as golf, swimming, tennis, social recreation, dancing, horseshoes, volleyball, badminton, shuffleboard, archery, handball, ice skating, and skiing.

A careful study should be made by the school to determine the effectiveness of its program of education for leisure. The best test is to find out what the students and adults of the community do in their leisure, an evaluative measure which may prove painful but enlightening.

2. *Ample opportunities should be provided for students to enjoy the leisure interests developed in school.* When a child has been taught to read, libraries should be opened to him; when skills in basketball have been developed, gymnasiums should be made available. It is the school's responsibility to provide opportunities in which the various recreation activities taught can be practiced, interests deepened, and skills perfected. These opportunities should include establishment of clubs around some of the common interests; intramural leagues and tournaments; expansion of the interscholastic athletic program to include more teams and particularly more sports with carry-over value; frequent school dances and parties with a planned program of social recreation; supervised recreation for students who, of necessity, must arrive at school early in the morning, remain late in the afternoon, or who have free time at noon; enrichment of the school program through use of community resources, both human and physical; and full utilization of school facilities and leadership, not

only during the school day, but also after school, in the evening, and on Saturday.

Possibilities in the club program are unlimited. In addition to the better known types of clubs, many schools have experienced success with the following: photography, rifle, radio, television, aviation, hunting and fishing, chess, and recreation leadership. The four high schools in one mid-western city adopted a policy of never dropping boys who came out for varsity football or basketball. Regardless of their lack of ability, these boys were organized into teams and leagues and played on Saturday mornings. An eight-team football and four six-team basketball leagues provided a splendid interscholastic and recreation experience for several hundred boys, and, incidentally, contributed greatly to the improvement of the schools' varsity football and basketball programs.

Community resources should be utilized to enrich the school program. In every community, there are persons who have developed a high degree of skill and almost a fanatical interest in some hobby and who love to demonstrate their hobby and communicate their enthusiasm to others. These persons should be invited to contribute to the school program of recreation. Furthermore, if the school lacks certain desirable facilities which may be available in the community, these should be used whenever possible. Examples are bowling alleys, tennis courts, swimming pools, boating and canoeing facilities, golf courses, art galleries, rifle ranges, ice and roller skating areas, skiing facilities, and handball and shuffleboard courts.

3. *The school should assume its rightful share of responsibility for meeting the recreation needs and desires of the entire community.* The provision of a comprehensive program of recreation for all the people is a responsibility of the entire community. The school should join hands with the local government, the home, the churches, the recreation department, and other community agencies and organizations in a united, inter-related approach, in which the total resources are brought to bear on the constructive development of a program designed to enrich the lives of all the people. The school, as a social institution and a community leadership agency, frequently assumes the initiative in the instigation of such a program and convinces the community that its school plant should be used in the late afternoons and evenings, on Saturdays, and during the summer months.

As the school progresses in its acceptance of community responsibilities, school people will begin to catch a vision of the school of the future and what it can mean in the lives of people. In a very real sense, it is a social institution and a center of community life. As the school widens its services to the community, it increases the number of its friends through becoming identified in the public mind as a center of joy and happiness and enriched living for all the people. Its prestige rises, its influence grows, and its support develops. School officials who have the vision to see the

school as a great social institution representing one of the outstanding culture symbols of our civilization will welcome an opportunity to open its doors to the people seeking recreation.

WHAT THE PRINCIPAL CAN DO

The amount and quality of a school's recreation will vary directly with the principal's interest in and support of the program. Among his most important responsibilities are the following:

1. Appoint one teacher as the school's recreation director or coordinator whose major job is to see that those things which should be done are done. Remember that "what is everybody's business is nobody's business."

2. Appoint a recreation committee or council consisting of teachers, students, and parents to serve in an advisory capacity to the recreation director. One function of the committee might be to explore the entire curriculum to determine its potentialities for leisure education and to make recommendations for its enrichment.

3. Hold the school's recreation director and committee accountable for planning and carrying out a well-rounded program of recreation for all students throughout the year.

4. Insist on full utilization of school facilities for recreation—after school, evenings, Saturdays, and during the summer.

5. Initiate and represent the school in cooperative planning and operation of total community recreation programs for all ages.

6. Interpret recreation to the school people and to the community at large as an area of life comparable in importance with education. Remove the taint of the "poor relation" and place the recreative arts in a position of honor at the educational table.

The School's Responsibility for Recreation

EDWARD E. BIGNELL

THE secondary schools of America have a unique and important responsibility in connection with school and community recreation. First, it is a well-established fact that schools have a responsibility in the area of education for leisure—specifically, to teach basic skills and develop proper attitudes and appreciations in a wide variety of leisure activities including not only the individual, dual, and team sports, but also the fields of aquatics, dancing, nature and outing, music, dramatics, the arts, *etc.*

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The school's obligations do not end with merely teaching the individual, but educators must assume their share of the responsibility by providing facilities, leadership, financing, and programs in order that individuals have an opportunity to utilize these skills during leisure time which were taught in the classroom.

In speaking of administration of the total community recreation program, one finds no set pattern in America. Recreation professionals agree that no government has exclusive rights to administer the community recreation program. It is a local prerogative as to which government or agency or combination is in the best position to do the most effective job for the children, youth, and adults at the local level.

In some communities, this may be the municipal recreation department or the combined municipal recreation and park department; in others, the school authorities may be in the most advantageous position to administer the total program, asking the cooperation of the municipal departments—both city and county.

In some of the larger cities, it may be most effective that both the municipality and the school districts have their own individual recreation departments. This is true in several large cities where the school population and the city population are tremendous. Here separate departments in each government are needed but a working interrelationship by contract is also needed, so that programs are coordinated to avoid duplication of service, building of facilities, *etc.*

The key point to remember is that the taxpayers are paying the total bill, and public authorities have a responsibility to work out cooperative patterns which best fit the local needs and present the best integrated, efficient pattern of community recreation for the dollar spent.

Irrespective of who is administering the program, however, the schools have a vital role and responsibility. This stems from the fact that in most communities the school plants, especially the secondary plants, represent expensive facilities which, belonging to the taxpayers, need to be used to the maximum the year around. In most of our communities, schools are closed more days during the year than they are in session for educational purposes; and with expensive gyms, swimming pools, tennis courts, athletic fields, indoor shops, *etc.*, it seems only logical that the taxpayers who support the total bill should be allowed to use these facilities for community recreation purposes.

Years ago, our secondary schools were not built with this year-round use in mind, but today our concepts have changed. School facilities, including gyms, pools, *etc.*, should be built for total educational and community recreation needs. This is the true philosophy of the community school which is being well accepted in America.

Another important point concerning why the school board, superintendent, principals, and staff have a key role is the fact that most of the participants in a community recreation program are children and youth who are

already in the school system. For many years, we have recognized one of the cardinal principles of education: "to provide for the worthy use of leisure time." This does not mean that we always leave this constructive leisure entirely to other agencies; it means that school authorities have a responsibility not only to open up the plant, but also to help provide leadership, supplies, and financing irrespective of the administering authority. It has been said that without this full school cooperation, a community cannot boast of an effective, efficient, community-wide recreation program.

The California State Department of Education, through its Bureau of Health, Physical Education, and Recreation in joint cooperation with the California Association for Health, Physical Education, and Recreation has recently issued one of the most significant projects of its kind in the entire country. This document, titled, "The Roles of Public Education in Recreation,"¹ is a framework for recreation services provided by California public school districts. It was years in the making, with various committees consisting of both educational and recreational professionals at work. The writer was a member of the working committee.

Excerpts from the full report as quoted below have special significance for school authorities who ask the question, "What is our responsibility in this field of community recreation?" The preface of the study was written by Dr. Roy E. Simpson, Superintendent of Public Instruction for the California State Department of Education. His statements in part are:

Education does not stop at the school bell's ring. With children of school age, learning can be stimulated and enriched with after-school activities which allow less formal use of classroom teachings. Thus, work in the sciences, arts, or languages can draw increased interest from related recreational activities. Sports, games, and other physical recreation activities related to directed physical education are needed to develop maximum health and fitness.

Many other organizations and groups share in the educational process. The family, the church, and the community contribute to the greater realization of the capabilities of each person. The schools, however, must assume the major burden of formal education, and in so doing, will contribute increasingly to more beneficial use of lengthening leisure hours.

Recreation, therefore, is an essential part of the education program and as such has as its purpose the development and expansion of attitudes, skills, insights, and resources which will benefit the individual both in his leisure and at work. For the young people, it can provide new insights and greater skill in use of the products of formal education. In later life, it continues the learning process while providing beneficial use of leisure time.

Because of its constant and direct relationship to more formal education, recreation is indeed a part of the educative process, and as such a matter of great importance to the schools.

¹ Copies of *The Roles of Public Education in Recreation* may be obtained by writing to the California Bureau of Health, Physical Education, and Recreation, State Department of Education, 721 Capitol Avenue, Sacramento 14, California.

The document is basically of, by, and for school people—with, it is hoped, many others “listening in!” It is primarily directed toward recreation personnel connected with the schools, school board members, and school administrators. It is an appraisal, mostly a self-appraisal, of the concerns, roles, responsibilities, and potentialities of recreation as related to education and the public schools.

It is an attempt to provide some definite criteria, some goals, guidelines, and guiding principles—a framework—for school districts now actively providing recreation and for other school districts, as well as other units of government curious about the public schools, and curious as to what they can and should do in recreation. In short, it attempts to spell out or to tie down the role of the school in the total recreation program of the community and, in so doing, to give broad implications for education in general.

Throughout the document, the following beliefs are continually kept in mind: (1) that recreation is a basic human need because creative use of leisure is vital to the conservation and strengthening of human resources and personality; (2) that recreation contributes significantly to the cultural advancement and to the well-being of the individual, the community, the state, and the nation; (3) that recreation requires the mobilization of all community resources to meet the present and the future needs of our citizens; and (4) that school recreation is an integral part of education, and the school places emphasis on the avocational values of all school subjects, as well as providing recreational opportunities.

Public schools and education have six major roles, according to this document. These are outlined below together with their corresponding responsibilities:

ROLE ONE—Schools Should Educate for the Worthy Use of Leisure.

That schools should educate for the worthy use of leisure is a cardinal principle, now universally supported, which holds that recreation is an essential part of the educational program and, as such, has as its purpose the acquisition and development of attitudes, skills, insights, and resources for the enrichment and creative use of leisure.

Responsibilities:

1. The schools should give recreation a vital place in our culture.
2. School districts should provide recreation services, facilities, and opportunities for public recreation, as permitted and encouraged under law.
3. Schools should aid children and adults to select activities from which they will have enjoyable competence in later life.

ROLE TWO—Schools Should Achieve Maximum Articulation Between Instruction and Recreation.

Instruction in leisure-related areas lacks real meaning, and falls short of its mission, unless opportunities are provided for meaningful recreation

experiences which are a part of the instructional program. The close relationship between what happens in the school during class periods and what happens in the recreation setting should be preserved, nurtured, and strengthened.

Responsibilities:

1. Schools should improve teaching and learning through teacher-pupil relationships in the recreation setting.
2. The school principal should supply leadership in the school-connected recreation program.
3. School personnel should accept responsibility for supervision of school district property in the school and community recreation program.
4. School boards administering school-connected and school-community recreation programs should give priority in appointment of administrative recreation personnel to those with both certification and professional qualifications in recreation.

ROLE THREE—Schools Should Co-ordinate and Mobilize Total Community Resources for Recreation.

Leadership of the schools should be in evidence at the community level in all activities that have educational significance. A basic responsibility is to help the community develop awareness and understanding of the recreational needs of its children, youth, and adults. The school is a logical agency to assist in the organization and development of all community resources that can be used to meet these needs. This concept of the role of the school should be developed during the preservice preparation of school personnel.

Responsibilities:

1. The community-school concept should be supported and strengthened.
2. The school should be a community service agency.
3. Schools should lead the way or act in co-operation with other public jurisdictions in providing a widely diversified program of recreation.
4. Schools should have active, adequate, and official representation on the recreation commissions or equivalents, of communities conducting co-ordinated school-community recreation programs.

ROLE FOUR—Schools Should Develop Co-operative Planning of Recreation Facilities.

Many agencies have a stake in joint planning and use of public recreation facilities. Some agency or jurisdiction should provide leadership which produces teamwork and co-operation in mobilizing existing community recreation facilities. Schools are in a strategic position in this regard because in many or most communities they operate so much of the usable public property suitable both for school and for neighborhood recreation. Therefore, the public schools should accept the responsibility

for assisting in the development and implementation of patterns of co-operative planning for the construction and use of public recreation facilities.

Responsibilities:

1. School district officials should initiate, encourage, or recognize planning, financing, and operation of facilities suitable for recreation.
2. A community-wide program of recreation should represent the sum of all programs and facilities financed by the community dollar, derived through tax levy and voluntary contributions and fees.
3. The elementary school plant, by location and construction, should be the natural and logical *neighborhood* recreation center.
4. The secondary schools should be located and equipped to serve as *community* recreation centers.
5. The community or junior college should serve both as a community and as a regional recreation center.
6. School districts should plan and provide facilities for outdoor education recreation.

ROLE FIVE—*Education Should Encourage, Stimulate, and Produce Research on Recreation.*

Appraisal, research, and evaluation are essential to making decisions as to all aspects of a successful community recreation program. From such processes can come settlement of controversial issues and comparisons, improvement of programs, economy of operation, professionalization of personnel. School recreation offers both source material and a laboratory for such scientific procedures.

Responsibilities:

1. Education, through institutions of higher learning, should provide the framework and climate for the initiation, conduct, and improvement of the quantity and quality of research in recreation.
2. School recreation should make use of research techniques to evaluate its effectiveness.

ROLE SIX—*Education Should Stress Professional Preparation of Recreation Personnel.*

Professional preparation and qualification by registration and certification of recreation personnel will contribute to the understanding, interpretation, and continued growth of recreation as a force in individual and community life. This is essential if the personnel available are to be adequate for the undertaking.

Responsibilities:

1. School recreation leaders should maintain constant liaison with recreation curriculum leaders of public schools and institutions of higher learning so as to train personnel for maximum performance.

2. Professional preparation of teachers and administrators in all leisure-related areas should give increasing emphasis to the recreation training aspects of their work.

The foregoing information from the California Department of Education and material from the American Association for Health, Physical Education and Recreation, as well as many other sources, clearly indicate that the modern educator today must be cognizant of and do something about the school's responsibility for community recreation.

School Recreation Personnel, Facilities, and Financing

TED GORDON

THAT interest in school recreation is on the increase is manifest by recent developments which may induce more and more principals to wear still another hat—that of recreation administrators for their schools or even for their communities. These highlights are:

- Organization of a School Recreation Section of AAHPER (American Association for Health, Physical Education, and Recreation). AAHPER, like the National Association of Secondary-School Principals, is an affiliate of the National Education Association. The new section gives added unity, leadership, and prestige to the school recreation movement. AAHPER and the School Recreation Section welcome principals as members.
- The First National Conference on School-Connected Recreation, also sponsored by AAHPER, and held in Washington in November 1959.
- Publication by the California State Department of Education and the California Association for Health, Physical Education, and Recreation of *The Roles of Public Education in Recreation*, referred to in Mr. Bignell's article. Impact and import of this policy statement can be tremendous, particularly as other states, many already evidencing intentions, follow suit. The document is a major breakthrough, contradicting the *Encyclopedia of Educational Research* statement that "As yet there has been no careful spelling out of policies and procedures by which the school as a major instrument

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of education can foster both understanding and practice of recreation as an integral aspect of living."

- Effective school recreation programs in key states and cities: New York (New York City, Albany, for example); California (Los Angeles, El Monte, Pasadena, San Francisco, Long Beach); Wisconsin (Madison, Sheboygan, Milwaukee); Michigan (East Lansing, Monroe, Plymouth, Flint); as well as Newark, New Jersey; Cleveland, Ohio; and Chicago, Illinois, to mention a few. Principals, while at conventions or in these localities, might chat with colleagues so as to secure firsthand information.
- The Flint (Michigan) Mott Foundation—AAHPER Workshops, conferences, publications, all indicative of a unique, thriving, profoundly impressive prototype of a school-community recreation program with nation-wide implications for imitation or emulation.
- Surveys and reports from many leaders and areas, including affirmation of or enthusiasm about the values and effectiveness of school recreation from such disperse places as Boston, Massachusetts; Erie, Pennsylvania; Bellflower, California; Rochester, New York; Beloit, Wisconsin; Chicago, Illinois; Rochester, Minnesota; Highline and Seattle, Washington.

WHAT PRINCIPLES FOR PRINCIPALS?¹

In attempting to implement this section from the point of view of the principal, the writer intentionally (but it is hoped intelligently) favors emphasis upon the school's role in recreation. Yet one does not have to go overboard. For example, among the possibilities alleged or stressed by enthusiasts for school-connected recreation are the following:

- School-connected recreation is a laboratory for skills learned in the classroom.
- School-connected recreation is an effective medium for guidance.
- School-connected recreation can use play concepts and situations to further human relations, assimilate socially rejected individuals, salvage the maladjusted, give additional opportunities to the gifted, *etc.*
- School-connected recreation carries over teaching skills from the playground into the classroom.
- School-connected recreation benefits by the training and ability of the school administrators and the faculty.
- School-connected recreation aids in maximum care and utilization of equipment and facilities.
- School-connected recreation saves money for taxpayers.

¹ Parenthetically, here, as later, "principles" is a conveniently alliterative term loosely encompassing "suggestions," "recommendations," and "directives."

- School-connected recreation integrates and articulates instruction and recreation, extending the educational process into the recreational setting.

Such assertions on the principal's part can be regarded as the red flag of controversy or as the red badge of courage; the safe middle path at present is to recognize the existence of these statements and "recommend them for research." They have been presented to prove the need for the following principles for principals:

- Form and formulate your own philosophy of community recreation.
- Seek out and advocate the most effective recreation plan for your school and community.
- Accept enthusiastically your role as the leader for school recreation program.

THREE CRITICAL ISSUES

Realizing that there are many more critical issues in addition to the symptomatic ones above, the principal nevertheless is likely to expect answers to the following fundamental questions or issues:

ISSUE 1: *Who Shall Select, Assign, and Supervise the Personnel?*

Long ago this issue was settled; the pattern of recreational organization in the specific community decides not only the issue of personnel selection, assignment, and supervision, but also other issues of facilities, financing, and programming. Within this amiable understanding or written contractual agreement, however, the principal can and should seek placement for members of his school family. By virtue of experience, certification or licensing, maturity and specialization, school faculties are a "recreation reservoir" of trained technicians who can sponsor both regular and special events in arts and crafts, drama, hobby clubs, dancing, music. Teachers, too, consciously can supplement the classroom's "crowded curriculum" with an "out-of-classtime curriculum" in art, music, drama, homemaking, physical education, health, and science—to name a few "subjects" out of many—thus enriching the time-tightened program with many challenging "electives," especially for the talented and gifted. Such articulation of education and recreation *via* the same teacher personnel also may make it possible to conduct a program of guidance from classroom to playground, and back again.

PRINCIPLE FOR PRINCIPALS: *Whenever possible, select or recommend teachers for school recreation responsibilities and inspire them to relate their playground experiences to their classroom instruction.*

The principal thus has a recreation recruitment function. With the tremendous responsibility of the school to educate for leisure, the alert administrator goes even farther—through the counselor, home-room teachers, physical education departments, and special interest groups, he

orients students to the potentialities of careers in recreation. Indeed, he may offer training *via* employment, particularly to high-school seniors and to college students. The need for career recreation personnel is urgent. He is in a position to decide destinies. Hence:

PRINCIPLE FOR PRINCIPALS: *Recruit for recreation.*

Further factors of personnel administration fall to the principal's lot. His judgment may be asked as to salaries and as to position classifications. Such information is available from AAHPER, from the National Recreation Association, and from Civil Service departments. Exact terminology varies but one typical listing might be: recreation director or teacher, playground director or teacher, camping director, recreation specialist, play leader, student worker, life guard, recreation pool director.

In-service training is indispensable. In no sense attempting to substitute for professional education, such training through courses, conferences, institutes, staff meetings, and reading continues the learning process by stimulating thought, eliminating weaknesses, and encouraging improvement. Enlightened schools provide such time and training at full pay.

Finally, in the school of sufficient size, the principal will be able to delegate the recreation responsibility to a vice-principal, a counselor, a recreation coordinator, or a director of recreation. Such a person, of course, should be one with a voluntary rather than an imposed interest. Places like Flint, Michigan, point the way with assignment of personnel to a full-time, afternoon-evening schedule.

ISSUE 2: Who Shall Administer the Facilities?

Certain trends affect the principal's present and future point of view regarding the facilities for which he has legal responsibility:

- As land grows scarcer and building costs increase, it will be the school plant and facilities—for the schoolhouse as “the mirror of the community's conscience” always has first lien on the public purse—which are looked to for shelter and services by private and by other public agencies, for the schools are strategically located and are replete with facilities that can be used for recreational purposes.
- Private agencies are building fewer and smaller structures, and these basically as administrative headquarters rather than for recreation clientele and space-taking activities. These agencies look to the school plant for meeting and game rooms, playing fields, swimming pool, and gymnasiums.
- The “park-school” and “community-school” concepts, both of which centralize and consolidate activities and agencies, are steadily forging forward, especially in new and planned communities.
- Mr. and Mrs. Vocal Taxpayer are demanding better coordination between public and private agencies with joint planning, building, and sharing.

- With ever-increasing time for leisure, with a vast expansion of the recreation environment, and with an increasing demand for services, recreation agencies are anticipating a "recreation explosion" akin to the "population explosion."

California's State Superintendent of Public Instruction, Dr. Roy L. Simpson, farsightedly may be cognizant of the implications of these trends when he writes: "It is imperative that school facilities become the 'backbone' of community resources. This does *not* imply that the schools must turn over the master keys to other agencies for exclusive use of facilities when classes are not in session. It *does* imply that schools demand at the policymaking level an equal voice in decisions on the use of facilities. The schools are *not* mere custodians of the people's facilities—they are and must remain full-fledged partners in the development of programs requiring maximum utilization of facilities."²

PRINCIPLE FOR PRINCIPALS: *Assume creative and positive community leadership with regard to use of the school plant and its facilities for both school and non-school recreation.*

Such aforementioned leadership necessitates keeping in mind the recreational needs of the whole community—by ages, interests, types—and designing or re-designing structures accordingly. For example, modern school construction recommends that facilities appropriate for community recreation use be located in a wing so cut off from other parts of the plant as to allow the maximum in safety, traffic control, ventilation, lighting, and supervision.

Some principals may wish to make sure that the school is used with clear acceptance of mutual responsibilities. Two suggestions: first, many school and municipal authorities draw up binding contractual agreements. Examples appear in the California Department of Education publication, *Joint Contractual Agreements for Recreation*. (Bulletin 36. 1953. 11 pp.) Another approach is through a *Manual on Use of School Facilities* with sections on who may and may not use the facilities, conditions and requirements, methods of requesting, costs, publicity, etc. Such a pamphlet has been jointly published by the Los Angeles City Schools and the Metropolitan Recreation and Youth Services Council of Los Angeles for use by agencies requesting permits.

PRINCIPLE FOR PRINCIPALS: *Legalize, formalize, and publicize conditions of use.*

It could have come at the beginning of this section but, as a reminder, here are some activities as related to particular facilities:

auditorium

debates, mock conventions, dramatics, talent shows, little UN's, town meetings, community sings.

² "California Schools Look at the Problems of Leisure," *California Schools*, October 1957.

<i>multi-purpose rooms</i>	sports nights, talent contests, community nights
<i>classrooms</i>	clubs, PTA, adult education classes
<i>gymnasiums</i>	tournaments, contests, fitness programs, dances
<i>swimming pools</i>	lifesaving, aquacades, first aid
<i>fields</i>	athletic contests, festivals, fitness groups, play days
<i>shops</i>	hobby groups, woodworking, metalworking
<i>artcraft rooms</i>	painting, sculpturing, graphic displays
<i>science rooms</i>	space-age interests, physical and natural science hobbies
<i>music rooms</i>	chorus, band, orchestra, glee club
<i>homemaking rooms</i>	cooking, sewing, modeling, club meetings
<i>camps</i>	nature study, conservation, astronomy

PRINCIPLE FOR PRINCIPALS: *Inventory your plant for recreation potentialities.*

ISSUE 3: *Who Shall Pay the Bill—and for What?*

In school recreation all is not sweetness, light, and "Let me pay the bill." School boards and school administrators are duly sensitive to the increased costs for such services: more money is needed for repairs and maintenance, custodial time goes up, personnel expect pay, lighting and heating add their share, and so it goes. BUT

PRINCIPLE FOR PRINCIPALS: *School recreation is worth the cost. Mountains of material, testimonials, and textbooks aver to this, although, statistically, there is no certain proof. The values lie in less objective results: school and community well-being, prevention of delinquency, a rise in the fitness level, higher cultural standards. But what about costs?*

Of the three issues, least is available in the research literature on solutions palatable to all. Probably there is no sovereign solution. The public purse is continually being drained; the private purse always is pinched. Should, for example, adult education be the medium for state aid to recreation? In some states—the situation is constantly changing, so place names are not here cited—adult education means academic and instructional classes, strictly, so no money is forthcoming for swimming and the like; in other states a liberal interpretation allows money for adult recreation as co-fiscal partner with adult education; it is in the gray in-between zone that the principal and other community leaders can act to decide the issue for undecided lawmakers and boards of education.

Many are the types of compromise or accommodation. A leading example of effectiveness is the California "community services tax." By this

law, school boards may levy for recreational purposes a tax of up to 5 cents per 100 dollars of assessed valuation in each of the school districts—elementary, secondary, and junior college—beyond the legal maximum tax rate for educational purposes. The sums so raised cannot be used for teacher salaries, textbooks, or other academic purposes, although the income can be used for capital outlay, like handball units, camps, and swimming pools, which have both recreational and instructional purposes. This approach removes the competitive aspects of the recreation and the instruction dollar. Virtually all California school districts are making use of this tax.

Other revenue-raising methods suggested are: membership fees; adult education recreation charges; revenue-producing functions such as sales, rentals, concessions, admissions; donations; foundation grants; bequests; and gifts. But the paucity of data prompts agreement with the *Encyclopedia of Educational Research* that "More definitive research on the sharing of costs for the recreational use of school plants appears to be needed."

PRINCIPLE FOR PRINCIPALS: *Seek the revenue where it may best be found.*

CONCLUSION: THE PRINCIPAL AND "RECREATION FOR ALL"

National, state, and local organizations have produced their forecasts of the future. These indicate that we are in a population explosion. Will we concomitantly have a recreation explosion? Will more time for play mean more crime each day? Is man in space more urgent than space for man? Does more population mean less recreation? For the school leader, less fanciful and more meaningful are the prognostications for the all-year round school and for the school as a community center. Obviously, if there is to be recreation for all and recreation the clock around, the principals will have many and more responsibilities. Thus, in expectation, here are some

FINAL PRINCIPLES FOR PRINCIPALS

1. Educate for school recreation—first, yourself, then your faculty, your students, your community.
2. Build up your philosophy and policies of school recreation after conferring with leaders and observing good practices firsthand.
3. Provide the leadership so as to coordinate school facilities with other community facilities for maximum and comprehensive use.
4. Aid in securing a fair and adequate share of the tax dollar for recreative purposes so that life may be more than merely living
and, above all,
5. Face the future with full confidence that the roles of public education and school recreation are intertwined for the ultimate benefit of the entire community.

OUTDOOR EDUCATION

The Scope of Outdoor Education

JULIAN W. SMITH

OUTDOOR education is becoming an increasingly significant development in the curriculums of schools and colleges throughout the country. The change from a rural society to an age of mechanization and urban living, which has deprived most youth of close contact with the land, and the search for direct learning opportunities, has focused attention on the need and value of using outdoor resources in the educational process.

The increased amount of time available for people to engage in activities of their own choice has resulted in a surge of interest in outdoor pursuits. These developments are making an impact on education, both on the methods of teaching and in the enrichment of educational experiences.

In recent years, outdoor education has come to mean an emphasis in education, encompassing the use of the outdoors as a laboratory to supplement classroom learnings, and the acquisition of knowledge, attitudes, and skills for a wiser use of the outdoors and natural resources. The term, "outdoor education," is currently described as education *in* and *for* the outdoors, and includes those learning activities which can be conducted more effectively in an outdoor setting and the teaching of skills necessary for wholesome outdoor pursuits.

In secondary schools, outdoor education has important implications for the use of natural settings in teaching the physical sciences, conservation, social science, and other subject matter areas and activities. Many schools are providing field experiences in camps, school forests, school farms, school gardens, parks, and other outdoor areas to supplement and enrich the curriculum. Health education, physical education, recreation, and club programs are being broadened to include outdoor activities, such as shooting, firearms safety, casting, camping and outing, archery, boating and water activities, winter sports, and others. Such enriched programs offer opportunities for wider participation in individual and lifelong interests and include important learnings in conservation, safety, and a wise use of leisure time.

Outdoor education, as herein conceived, is not another subject of discipline to be included in an early crowded curriculum, but represents a

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practical and sound approach in the achievement of the accepted objectives of education. It represents a better utilization of resources available in the learning process and is a functional application in meeting the needs of today's living.

SCHOOL CAMPING

One of the most sensational patterns in outdoor education that has developed in recent years is the use of camp settings for the extension and enrichment of classroom experiences, often called "school camping" or "outdoor classrooms." This type of outdoor education has grown rapidly over the last two decades. It is estimated that there are more than 500 school districts in the United States that use camps for laboratory experiences. While this has largely been a development in the later elementary-school curriculum, there have been a number of secondary schools involved—particularly in Michigan and California.

The common procedure is for classroom groups and their teachers to use available camp facilities for a period of a school week to achieve the objectives which can be obtained best in an outdoor environment. The school district provides the instruction and transportation, and the home pays the cost of food and lodging, which normally amounts to approximately \$10 a week. Resource leadership is largely from the community and helps supplement the efforts of the regular teachers in exploring the unique learning opportunities that are available in the camp setting and outdoor areas.

In secondary schools, the instructional units selected for this type of outdoor education may be science, physical education, unified studies or core studies, or special activities. Students, teachers, and parents in schools that have thus utilized their outdoor resources have been enthusiastic about the effectiveness of learning that has occurred. The camp setting provides unique opportunities for a better understanding and practice of good human relationship, social living, citizenship and health; and, in addition, it contributes to many subject matter areas. Some specific examples of how the outdoors can be used effectively in the secondary-school curriculum are described in the following pages.

THE OUTDOORS AS A LABORATORY

The effectiveness of direct learning and the solution of practical community problems has been adequately documented, but there is great need for this kind of realism in secondary education. A few brief examples of how the curriculum can be enriched through the use of an outdoor environment will serve as illustrations:

Science. While biology teachers have probably used the outdoors more than others, much more can be done in interpreting biologic principles and facts when living things are viewed in their environmental context. Environmental studies, collection trips, and field work help in under-

standing the physical world and man's relationship to it. In chemistry and physics, teachers dealing in soil elements, water supply, sanitation, and astronomy find the outdoor laboratory extremely useful. In agriculture and conservation, school farms, gardens, and forests all constitute practical laboratories for developing better concepts.

Social Science. Field experiences have long been used and found effective in social science. Trips to abandoned farms, for example, give vivid illustrations of the changes of modern living, and the inspection of modern farm areas portrays the importance of land management and conservation. Secondary schools that use camps as outdoor classrooms find additional opportunities through "learning by living" in a camp community. Understanding of democratic living and the responsibilities involved in operation become much clearer in this kind of setting.

Other Curriculum Areas. Many creative experiences in the oral and written language can be enhanced through the use of the outdoors. In arts and crafts, the use of native materials helps interpret the beauty of nature. In homemaking and shop, opportunities are offered for teaching skills relating to outdoor living, such as outdoor cooking, outdoor clothing, constructive skills, planning for family camping trips, and many others.

Clubs. Supplementing the various curriculum areas, clubs serve to open many new avenues in the interest of the outdoors. Such clubs might include: outing activities, hiking, bird study, telescope, gardening, boating and water activities, lapidary activities, archery, and a variety of other specific interests.

Outdoor Skills and Sports. The areas of health, physical education, and safety have great potential in offering rich opportunities in outdoor education. These not only include the teaching of outdoor skills and sports, but also open new avenues of interest that lead into the other curriculum areas. An example would be the relationship of teaching casting to the study of fish life, habitat, and management. A comparable illustration could be made for shooting. Outdoor skills may be included as units of instruction in regular scheduled classes and may be conducted through clubs, intramural sports, or special activities.



Shooting and hunting education programs are popular in many high schools.

Program, Facilities, and Leadership for Outdoor Education

JULIAN W. SMITH

SINCE outdoor education cuts across many curriculum areas and learning activities, the process of programming is considerably different from that encountered in specific subject matter areas.

PROGRAM

Outdoor Laboratories. The use of the outdoors as a laboratory for the appropriate learning activities consists largely in utilizing available outdoor areas for classroom related field experiences. The following procedures for outdoor laboratories are suggested:

1. Identity classroom aims and objectives which can be achieved best in an outdoor setting. A good approach is for the entire school faculty or departmental staffs to analyze the curriculum offerings in view of enriching and extending predetermined objectives.

2. Inventory community resources, such as outdoor areas and facilities that can be employed for "outdoor classrooms"—examples: school sites, parks, camps, school forests, school farms, school gardens, sanctuaries, zoos, and museums.

3. Provide a structure flexible enough to administer outdoor learning activities. Considerations would include adequate blocks of time for field experiences, transportation, necessary staff, use of community resource personnel, and essential equipment.

Outdoor Skills. Educational experiences for the outdoors, which include the skills, knowledge, and appreciations necessary for participation in outdoor sports, fit appropriately into a well-rounded curriculum. Many of the skills especially are logical phases of health, physical education, and recreation programs and can be administered in the same manner as other activities. The following skills, many of which have been stimulated by the Outdoor Education Project, take the form of instructional units in regular classes, clubs, clinics, intramural activities, special events, and after-school and summer programs. Examples include:

Casting and angling. The simple skills in casting are easily and quickly taught, and those most interested will follow up through participation in competitive activities. Resources and leadership materials are available to many communities through: The National Association of Angling and Casting Clubs, P. O. Box 51, Nashville, Tennessee; sportsmen's clubs; community organizations; tackle companies; dealers; and interested citizens. The American Association¹ for Health, Physical Education, and

¹ American Association for Health, Physical Education, and Recreation. *Casting and Angling*. Washington, D. C.: the Association. 1958.

Recreation (AAHPER) casting and angling manual is an excellent teaching guide. Play areas, lawns, pools, gymnasiums are adequate as facilities.

Shooting and hunting. Shotgun and rifle shooting are appropriate and satisfying skills, especially in secondary schools and colleges, where hunting is a popular sport, or where there is a wide interest in riflery, skeet, or trap shooting. A good beginning is to provide instruction prior to the opening of the hunting season. Available resources and leadership materials include: The Sportsmen's Service Bureau of the Sporting Arms and Ammunition Manufacturers' Institute, 250 East 43rd Street, New York 17, New York; the National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington 6, D. C.; sportsmen's clubs; community groups; and local dealers. The AAHPER shooting and hunting manual² will be particularly helpful to instructors. For facilities, many communities have shooting clubs, and ranges are often found or could be developed in school, college, recreation, and community agency buildings. Open spaces with safety zones are adequate for shotgun shooting. Facilities can be developed easily, and information is available from the National Rifle Association, the Sporting Arms and Ammunition Manufacturers' Institute, and the AAHPER.

Shooting and gun safety in elementary schools. Spring-type air rifles are excellent instruction tools for teaching marksmanship and gun safety to children in elementary schools. Instruction in shooting can be done in classrooms, on playgrounds, in school camps, and in after-school and recreation programs. These activities provide preliminary instruction under supervision in preparation for the use of firearms for older age groups, or in situations where more extensive shooting facilities are not available. Helpful materials on shooting and gun safety in elementary schools are available from the AAHPER. The Daisy Manufacturing Company, Rogers, Arkansas, through its Training Services Division, has leadership resources and materials available.³

Boating and water activities. The sensational growth of boating and water activities with the accompanying problems of regulation, law enforcement, safety and education has created a basic need for instruction by schools, colleges, and community agencies. There are significant implications for physical education, recreation, and adult education. Some of the essential instructions could be given in classrooms and swimming pools, followed by participation in after-school and community activities. There is need to extend the teaching of swimming through a wider use of pools and nearby lakes. Some instruction units in health, physical education and recreation, boating clubs and clinics, would help in solving

² American Association for Health, Physical Education, and Recreation. *Shooting and Hunting*. Washington, D. C.: the Association. 1960.

³ Daisy Manufacturing Company. *Daisy Air Rifle Instruction Program*. Rogers, Arkansas: the Company. 1958.

many of the problems in connection with the use of small crafts, water skiing, and other activities. There are resources by way of leadership, instruction training and materials available from several organizations and agencies, including: The American Red Cross, Outboard Boating Club of America, National Association of Engine and Boat Manufacturers, Power Squadron, U. S. Coast Guard Auxiliary, local boating clubs, and other organizations concerned with smallcraft and water activities.

Archery. This rapidly growing and popular activity is of interest to children and adults. While target archery is being offered in many physical education and recreation programs, there is a need to broaden the instruction to include field archery, archery games, bow hunting, and fishing. The quality of instruction should be improved and it is relatively easy to include the teaching of archery skills in physical education and recreation. Many resources are available in archery from the National Archery Association and the Field Archery Association. The AAHPER has an archery *Guide*.⁴ Gymnasiums, open spaces, and play areas are adaptable for a variety of archery activities.

Outdoor living skills. These cover a wide range of activities including: practical knowledge of the outdoors and conservation concepts, camping and survival skills, use of the compass, fire control, outdoor cooking, proper clothing, and others. Learning activities in connection with this can be included in several areas, such as health, physical education, and recreation; conservation; arts and crafts; homemaking; and through outing clubs. Such experiences vitalize classroom learnings and provide practical applications of knowledge learned.

Family camping. Family camping involves millions of families in the United States and embraces many of the skills and activities included herein. School, college, and recreation and community agencies can render assistance by providing opportunities through clinics, adult education workshops for people to acquire needed skills and knowledge for enjoyment of outdoor living activities. Resource personnel and materials are being made available by the AAHPER and a number of other organizations, including the National Recreation Association and the American Camping Association. Local dealers also can be of assistance in providing materials and resource personnel.

Winter sports. In many areas, the teaching of skiing, skating, and tobogganing would be important in a well-balanced physical education program. Skills, as a part of classroom instruction supplemented by participation in community activities, are extremely functional and popular. The AAHPER has a winter sports *Guide*.⁵

⁴ American Association for Health, Physical Education, and Recreation, Division for Girls and Women's Sports. *Archery-Riding Guide*. Washington, D. C.: the Association. Current edition.

⁵ American Association for Health, Physical Education, and Recreation, Division for Girls and Women's Sports. *Winter Sports and Outing Activities Guide*. Washington, D. C.: the Association. Current edition.

FACILITIES, EQUIPMENT, AND SUPPLIES

Facilities, equipment, and supplies for outdoor education should be supplied according to the same policies that pertain to other phases of the instructional program, with necessary funds to be included in the total educational budget. Since the costs for facilities, equipment, and supplies for outdoor education are included in departmental budgets, such as health, physical education and recreation, or under instruction and capital outlay, a few suggested policies and procedures are listed:

1. *Facilities and Resources.*⁶ Many of the existing community facilities can and should be used for outdoor education. Numerous private and public lands and buildings are already available for use, such as large school sites, parks, recreation areas, camps, school and municipal forests, farms, gardens, sanctuaries, zoos, museums, and others. In anticipating future needs, adequate lands should be included in community and institutional planning, which will lend themselves to future use. Many local, state, and national parks and forests are now available for educational use, and the development of the park schools has significant implications for outdoor education. The following procedures should be considered:

- a. Adequate school sites suitable for outdoor laboratories in the teaching of skills should be planned and developed.
- b. Acreages for instructional use in the development of facilities should be planned when needed. When possible, they should be adjacent to publicly owned lands which can be used for educational activities.
- c. Publicly and privately owned facilities and land areas such as camps should be utilized on a lease or rental basis.
- d. There should be cooperation with parks, recreation departments, and other public agencies in the acquisition of suitable outdoor areas and facilities.
- e. The purchase or lease of park, forest, and recreation lands should be considered whenever they are available through Federal and state agencies—examples: reclamation lands, tax delinquent parcels, conservation areas, and former CCC camps.
- f. Full use of community facilities, such as sportsmen and conservation clubs, sports centers.

2. *Equipment and Supplies.* Standard instructional items should be purchased, such as casting rods and reels, guns, and outing equipment. Through careful planning, such equipment can be widely used through rotation to individual schools and departments. Much by way of equipment and supplies for outdoor education is already available in various departments in the school, college, and community agency. Some materials can be secured through government surplus and other items may be

⁶ Smith, Julian W., chairman of the editorial committee. *Outdoor Education for American Youth*. Washington, D. C.: AAHPER. 1957. Chapter 3, pp. 91-108.

obtained through the cooperation of local organizations such as sportsmen's clubs and PTA.

3. *Policies Relating to School and College Programs in Camps.* The camp facility used by schools, whether owned or leased by the board of education, should be considered part of the educational plant, and a program should be conducted in accordance with established instructional policies of the school district.

- a. The home should assume the cost of food and maintenance during the period of camp, as is the usual pattern for public education.
- b. It is the function of the board of education to provide instruction, materials, transportation, equipment, and special services and to utilize available community leadership in the instructional program.
- c. In the event that the home is unable to assume the full cost of food and lodging for the period of camp, community and service organizations may assist according to the accepted principles in other phases of the educational program.

LEADERSHIP

While it should be assumed that qualified teachers can instruct children wherever the learning environment is best, it's often necessary to provide additional preparation for outdoor education through in-service training. More experience and knowledge may be required for teaching in an informal outdoor setting, and additional skills are often needed for some of the newer emphases in outdoor education. More adequate pre-service preparation is being offered in many educational institutions. It should be emphasized that the inter-disciplinary approach should be employed in outdoor education. In order that all teachers can make the best use of the outdoors, some of the current developments in leadership preparation include:

1. Local in-service activities in outdoor settings conducted by boards of education in cooperation with colleges, universities, state departments of education and conservation, and professional educational organizations.
2. College- and university-sponsored workshops and off-campus courses at both graduate and undergraduate levels.
3. Workshops and conferences sponsored by national educational associations such as the AAHPER through the Outdoor Education Project.
4. Pre-service courses, field experiences, and internships in colleges and universities.
5. Preparation and distribution of instructional materials and audio-visual resources by professional educational organizations, colleges and universities, state departments of education, and agencies concerned with outdoor education.

NATIONAL PROGRAMS FOR OUTDOOR EDUCATION

The Outdoor Education Project of the AAHPER

While outdoor activities have been recognized in good health, physical education, and recreation programs for many years, they have not found their rightful place in the school and college curriculum in the country as a whole. Prompted by the need for leadership in teaching skills, attitudes, and appreciations for a better use and understanding of the outdoors for modern living, the American Association for Health, Physical Education, and Recreation initiated the Outdoor Education Project. Following the effective pattern in cooperative programs by business-industry-education, some of the industries that manufacture outing equipment joined with the Association in the Project by making available grants of funds to carry forward the program. The Associated Fishing Tackle Manufacturers, the Sporting Arms and Ammunition Manufacturers' Institute (SAAMI), and the Daisy Manufacturing Company have been involved in the venture for a number of years. The Outboard Boating Club of America made possible a survey of boating instruction in a selected list of schools and colleges in the United States. More recently, through "Operation Fitness-U.S.A." of the AAHPER, other phases of outdoor education are being emphasized by the Project, such as archery, boating, outdoor living, and family camping.

Like other important educational programs, a great need is for dynamic leadership in schools and colleges in order that the 37 million boys and girls in schools and the three million in schools and colleges may acquire the necessary skills, attitudes, and appreciations for the intelligent use of our resources and for the constructive use of leisure time. It is evident that people cannot fully enjoy and appreciate outdoor activities such as camping, casting, fishing, shooting, hunting, boating, winter sports, and others unless they have adequate training. These activities in outdoor living are related, with conservation and safety being integral parts. The Project program, therefore, is designed to intensify and speed up outdoor education programs in schools and colleges through the in-service training for leaders, interpretation of the need for and nature of outdoor education activities, program development, and the preparation of instructional materials.

The American Association for Health, Physical Education, and Recreation, through its staff and other resources, in cooperation with the departments of the National Education Association, the National Rifle Association, the National Association of Angling and Casting Clubs, state departments of education, conservation agencies, representatives of the cooperating industries, and schools and colleges, is carrying forward the Project program. The Project encompasses the following activities:

1. *Leadership training.* Regional and state workshops and clinics are conducted for school and college staff members who are interested in

developing programs in their own states. Working with the Project staff, the appropriate state agencies, such as the departments of education and conservation, colleges and universities, and professional educational organizations as well as interested individuals, are in the planning and execution of the workshops. These training ventures combine interpretation; information about how to conduct programs of casting, shooting, camping, boating, and other activities; clinics and instructional methods; use of equipment; and the preparation of material.

2. *Interpretation and information.* The need for the development of outdoor education programs and the Project's plan of operation are interpreted to school administrators, teachers, and other interested groups through programs, exhibits, demonstrations at conventions, and articles in educational journals. Many of these are done through the departmental structure of the National Education Association.

3. *Instructional materials.* Needs for additional instructional materials are being determined and committees are at work preparing instructional guides and audio-visual aids.

The Outdoor Education Project, with its broad emphasis on a variety of activities, is stimulating much interest in the schools and colleges of the nation. It is believed that this is a sound venture because it stresses activities which can find their appropriate places in the curriculum and which contribute largely toward the accepted objectives of education.

SAFETY EDUCATION

The Scope of Safety Education

A. E. FLORIO

THE most important resources of our country are its human resources, for a nation is no stronger than its citizens. Basic to the efficiency, strength, and capability of the citizens is their freedom from accidents. Today accidents constitute one of the vital social and personal problems facing our country.

In the 27 years from 1932 to 1958, almost 2½ million people in this country lost their lives as a result of accidents, and about 268 million people suffered disabling injuries. The total cost of accidents for this period is roughly estimated at 164 billion dollars.

In the school-age bracket, accidents cause more deaths than any single disease which affects this age group. It is, therefore, most essential that our youth become familiar with the hazards of our modern day living and learn how to live safely within their environment. Such a quality of safety does not result from mere chance. It must be cultivated from a desire to *live most and serve best*. Direction toward these ends is the function of our schools and specifically the task of safety education.

The accidental death rate in the 5 to 14 age group has been reduced by more than one half in the past quarter century. This fact reflects the excellent work done by many teachers and shows that safety education has been an effective means of dealing with the accident problem. But the fact remains that accidents are still the leading cause of death among young people. No day passes without widely publicized reports of tragic accidents to remind us of the imperative need for effective safety education. For the past ten years, over 14,000 youngsters of elementary- and junior high-school age have died annually in the United States. The portion of these deaths which have resulted from accidents has risen from about one third to more than two fifths. It is for this reason that the schools must not only continue to stress, but also expand the safety education program.

WHAT IS SAFETY EDUCATION?

"Safety education is that area of experience through which boys and girls learn to make wise choices when the possibility of injury to one's

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self or others is one of the factors involved."¹ Basically, safety education is devoted to the development of knowledge, skills, habits, and attitudes necessary to prevent death and injuries. It is neither likely nor desirable that all potential hazardous conditions can be eliminated. Safe living requires the ability to function at optimum level in the presence of hazards. To develop this ability in youth is the challenge that safety education must accept. If it is to achieve this goal, it must be given an important part in the curriculum. With nearly 100,000 persons killed and over 9 million injured and an economic loss of over 12 billion dollars annually, there should be no doubt that we have a serious social problem sufficient for our educational systems to tackle.

Essential to a successful program of safety education is strong administrative leadership and effective teaching. Administrative leadership will develop a safe school environment and insure safety education in the total program. Effective teaching will engender in every youth the desire and ability to protect himself and others from all potential danger in all circumstances, and will motivate youth to develop protective skills and to observe safety principles conscientiously.

CRITICAL ISSUES

One of the real and most difficult problems facing school administrators today is that of finding a place and time for everything that must be taught. Although the problem sometimes seems insurmountable, there is substantial evidence that alert, hard-working administrators are solving it. For example, today more than 12,000 high schools include instruction in driver education in their curriculum. Most of this development has occurred since World War II, and each year there are more schools including this instruction. If this specific area of safety education can be included in the curriculum, other areas surely can become an important and integral part of everyday school experiences. There is the safety of the school itself, its varied activities, including the outside school environment and play areas. There are also the areas of pedestrian safety; bicycle safety, scooters, and motor bikes; home safety; fire prevention; farm safety; safety in recreation and sports activities, as well as safety to and from school.

To include the above areas in present school activities is a direct challenge and responsibility to the administrator that cannot be ignored, for no day passes without widely publicized reports of tragic accidents in our schools that remind us of the imperative need for effective safety education.

Before a sound program of safety education can be achieved, all school personnel must be firmly convinced of the importance of such a program. This requires aggressive administration toward that objective. Because of the many and varied problems facing the administrator, it is suggested

¹ American Association of Teachers Colleges (now the American Association of Colleges for Teacher Education) and the National Safety Council.

that a specific individual be appointed as the key person to indicate and carry out administrative policy as determined by the board of education and the superintendent and staff. This person could be the coordinator of the safety program and should be helpful in eliminating duplication and omissions in the over-all safety program and should help insure that all aspects of the safety program will receive proper attention. It is recognized that individual situations vary greatly, but the person designated as the coordinator for the safety program might also have the responsibility for coordinating the health and physical education programs.

The person designated should assume the following responsibilities:

1. *The Determination and Coordination of Administrative Policy in Safety.* Unless someone is charged directly with developing this function, important educational elements may be neglected. Safety is unique in the manner in which it cuts across so many areas of instruction and in the fact that it reaches into exceptionally important administrative fields. To illustrate:

- The collection, analysis, and use of data from accident reports is essential to a school safety program.
- Safety programs also operate outside the school buildings, thereby involving important additional public relations aspects.
- Safety instruction for beginners confronts the pupil all at once, thus involving unusually important instructional and control demands.
- The exit-drill and other emergency situations outrank most administrative necessities in legal, instructional, and control importance.
- Safety must be an integral part of all areas of the school curriculum such as health education, industrial arts, home economics, science, physical education, and social studies.
- Safety must be built into all school buildings.

The community must share responsibility for the development of safety practices and attitudes.

2. *The Development of Safety Curriculums.* The modern school develops education for safety at all school levels as a significant part of the school's total program either through the integrative process or by direct instruction.

3. *The Improvement of Instruction in Safety.* There are many technical elements related to efficient safety instruction. Techniques related to school safety organizations, the achievement of a variety of approaches to safety, effective developments of driver education programs, and the proper use of all media of instruction are among the specifics which make it necessary to place this area of instruction in the hands of some person trained for the purpose.

4. *The Development of Improved Community Coordination in Safety.* Police and fire departments, the utilities, pedestrian and traffic controls,

accident prevention, safety councils, service clubs, and home and school organizations all play vital parts in the simultaneous development of improved public relations and safety practices. Improved community coordination operates toward effective public relations.

5. *Evaluation of the Effectiveness of the Safety Program.* In today's school, this is a technical problem requiring the guidance of a person skilled in safety techniques and with an understanding of their relations to the total school program.

One can readily see that the responsibilities of the administrator are great and for this reason should be delegated to a competent person. With more and more liability suits developing because of negligence and because recent court decisions have held school boards and districts responsible for their negligent acts, it is imperative that competent teachers and supervisors be given the responsibility of conducting the safety education program.

DRIVER EDUCATION

Because this area of safety education is the most prominent and easily recognized, it may deserve some special consideration. So that no confusion exists, it may be well to explain just what is meant by the term "driver education." The Third National Conference on Driver Education held in 1958 describes it thus:

Driver education is an integral part of secondary education. It comprises classroom and practice driving instruction. Practice driving is the laboratory portion of driver education.

The purpose of *classroom instruction* is to teach about the personal and social problems of driving, which are important to the future pedestrian as well as to the future driver.

The purpose of *practice driving instruction* is to teach, in realistic situations, the knowledge and attitudes necessary to safe driving which are stressed in classroom instruction and, at the same time, to guide the learner in developing skills needed to operate a motor vehicle safely. Practice driving instruction embraces (a) the actual experience of driving the car, and (b) observation, which includes all other time spent in the practice vehicle.

The objectives of driver education are the same in the classroom as in the practice driving vehicle, and it is essential that the two phases of instruction be carefully articulated.

There is no question as to the need for driver education in our schools. Anyone who observes human behavior on our streets and highways and who thoughtfully examines available facts realizes that this great social problem must be systematically attacked by a sound educational program. Because the core of the problem is one of human behavior, the proper education of as many persons as can possibly be reached through driver education before they are licensed to drive is our greatest hope for helping them adapt themselves more successfully to the use of a motor vehicle.

Today, more than 12,000 schools are providing instruction for over a million of our youth under well-qualified and certificated teachers. Many states have developed courses of study that guide teachers in this important phase of safety education. *Policies and Practices for Driver Education*, published by the National Commission on Safety Education of the National Education Association, is an excellent source of information for all school administrators. The policies cover areas such as:

- I. The Importance of Driver Education
- II. Planning Instruction
- III. Teacher Qualifications, Preparation, and Certification
- IV. Organization and Administration
- V. Role of State Department of Education
- VI. Evaluation and Research

Safety education is a fundamental preparation for life. To develop a scientific genius to peak performance is futile if, in a split second, his productive life is lost because he lacked proper preparation for safe living.

President Eisenhower has said: "In our land each individual is of inestimable worth, yet in no other land do accidents cause more terrible loss of human life and limb. This just cannot be passively accepted. We must seek new ways to save the basic resources of our nation: its people."

Emphasis and Sequence in Safety Education

BERNARD I. LOFT

THE health and safety of children while participating in the school program has been an everlasting concern of educators. This regard for the welfare and protection of our school-age population came into existence with the inception of public education in these United States. From the beginning, a philosophy of safety education was directed toward an understanding of man's need to make an effective adaptation to his environment.

The practical application of this philosophy is evident in the effort of many educators to present an educational program that utilizes the school and community as a laboratory for living and learning. Many teachers have favorably accepted safety education as a vital offering in the school curriculum. To live efficiently in an ordered world includes intelligent standards of behavior, precautionary measures, and developed skills in the home, school, traffic, playground, and leisure time activities. In the

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accomplishment of this goal, all teachers must accept the responsibility for a school program that presents learning experiences to establish desirable habits, attitudes, knowledge, and skill.

There is agreement among educational authorities that a successful safety education program becomes a major responsibility of the principal. Through his leadership an effective safety program will contribute to decreased absenteeism, increased morale, and sound principles of school administration. A sincere dedication as reflected by the principal's enthusiasm for the program is an essential prerequisite. His belief in the significance of safety education and accident prevention will be the main source of motivation for everyone affiliated with the school.

The faculty should be convinced that a safety program will contribute to efficiency throughout the entire school. Initially, the principal should establish the fact that safety is not to be considered as an adjunct in the school curriculum. All members of the faculty and staff have an important role in teaching students how to live efficiently. Every area of the school program, either by correlation or integration techniques, can use teachable moments for instruction in safe living.

In student acceptance of the safety program, there should be a realization of the positive concept whereby greater adventure can be enjoyed without harmful results. Hence, safety has contributed to an increase of adventure through a quality of intelligent behavior. Numerous examples of this concept exist in a variety of school activities, particularly where action is involved.

The community must also be convinced by the principal and faculty that an investment in safety education is directly related to productive citizenship for the future. In many communities there will be apparent evidence that to eliminate this area of education would be false economy. Sustained economic losses resulting from accidents and human suffering can soon prove that a safety-minded individual is a distinct community asset. The principal, faculty, students, and community, all have a mutual responsibility in the human conservation problem.

CRITICAL ISSUES

An analysis of safety education in the public schools would indicate that for many years the elementary-school program was developed to a higher degree than that of the secondary school. This was particularly true with respect to content, materials, and organization of the curriculum. At each of these levels, there are basic safety education principles that would be applicable to both the elementary and the secondary school. Organization and administration of an effective secondary-school program is considerably different from that of the elementary school. The adolescent student is characterized by a great desire for adventure and a dislike for negative restraints. A sound basis for safety education at this level will be identified with the activities and accident prevention experiences

in the school and community. There is a continuing need for additional emphasis to be placed upon the carry-over value of learned school experiences to community living. Industry has long recognized a similar need by presenting employee safety education programs geared to presenting off-the-job accidents.

The high-school student has an increasing need for an understanding of human conservation as it applies to every aspect of his environment. His need for safety education must be efficiently administered as an integral phase of the total school program. It is gratifying that safety education at the secondary-school level has been achieving wholesome growth. There is increasing evidence that, with a rapid growth of driver education, many schools are simultaneously developing a well-rounded safety education program.

Specific Objectives for Safety Education on the Secondary Level.¹

1. To teach pupils to take an active interest in the protection of the life, health, and property of the community in which they live.
2. To bring about an appreciation of the responsibility of the individual for the safety of the group and the effect of individual conduct on the safety of others.
3. To develop cooperation in the solution of such safety problems as traffic hazards, safe driving, and fire prevention.
4. To create a respect for, and an understanding of, safety rules, regulations, laws, and practices.
5. To understand the common causes of accidents and how accidents may be prevented.
6. To develop knowledges and skills applicable to all traffic situations involving pedestrian responsibilities, bicycle riding, and automobile riding and driving.
7. To develop appreciations of occupational hazards and skills in minimizing these hazards.
8. To develop knowledges and skills which may be applied to such emergency health problems as wounds, suffocation, poisoning, fractures, dislocations, and burns.

Safety Education as a Separate Subject

In offering safety education as a separate course, there should be adequate provision for the course to have the same status as other school subjects. The content and learning experiences must be in conformity with the students' needs, interests, and comprehension ability. Usually, this course will contain units of instruction, such as extent and causes of accidents; school safety and school bus transportation; home and farm safety; fire prevention; safety in physical education and recreation; street,

¹ American Association of School Administrators, National Education Association, Eighteenth Yearbook, *Safety Education*, Washington, D. C.: the Association. 1948, p. 104.

highway, and bicycle safety; and driver and traffic safety. Quite frequently the independent safety education course is confined to driver and traffic education at the junior and senior high-school levels.

With one semester being the usual pattern for driver education, time does not permit inclusion of the essential general safety units. The feasibility of including these units in other subjects should be considered by the principal. If the school organization can accommodate driver education and general safety education as separate courses, this would be an ideal arrangement.

Safety as a Phase of Health Instruction

The relationship between safety education and health education may be considered as being reciprocal. Authorities in each of these fields would agree that a high degree of interrelationship exists between the two areas. To contribute further to this relationship, recent definitions of safety education and health education reveal a closely knit interwoven function. The Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association defines health education as follows: "Health education is the process of providing learning experiences for the purpose of influencing knowledge, attitudes, or conduct relating to individual community, or world health."² Safety education is defined in the *Dictionary of Education* as: "education for effective living in relation to the physical and health hazards of modern society."³

The interrelationship between health and safety has been vividly presented in the following statement from the Educational Policies Commission of the National Education Association: "While the schools cannot directly control out-of-school conditions, they can influence them by educating pupils and their parents, by cooperating with physicians and community health agencies, and by working with employers to assure safe and healthful working conditions."⁴

If one recognizes safety as an integral problem related to the health theme, then there is a continuing need to emphasize safety education in the secondary school as a phase of health instruction. Progress in safety education throughout the nation's schools has produced gratifying results. Through learning experience and improved teaching techniques, there are numerous opportunities for emphasis of safety instruction as a phase of health instruction.

The realization of this goal can be approached by placing additional emphasis in health education on the improvement of mental and physical health with relation to education for safe living. Individuals with emo-

² Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. *Health Education*. Washington 6, D. C.: National Education Association. 1948, p. 4.

³ Good, Carter V., editor. *Dictionary of Education*, Second Edition. New York: McGraw-Hill Book Company, Inc., 1959, p. 474.

⁴ Educational Policies Commission. *Education for All American Youth*. Washington 6, D. C.: National Education Association. 1944, p. 276.

tional and physical impairments should be made aware of their limitations as a means of being able to correct or compensate for their deficiencies. Health instruction provides one of the best opportunities in the secondary-school curriculum for safety education.

Instruction in Safety Through Integration

An effective approach to a safety education program can be made with carefully defined organizational and administrative procedures, departmental responsibilities, and an informed faculty. When all teachers in the secondary school accept the responsibility for accident prevention and educating for safe living, there should be a desirable outcome. With driver education as an exception, the majority of secondary schools offer safety instruction through integration in other subjects.

The total school program presents a variety of practical opportunities to integrate safety in various subjects and related school activities. This pattern requires a skillful teacher who is capable of precise planning, creativity, imagination, and finesse in utilizing teachable moments. The lack of these qualities could be detrimental to an effective program of integrated teaching. Integration involves the total educational process being directed toward a unified goal.

An important point of consideration is recognition that some subjects are more adaptable to this form of instruction than others. Earlier in this article, reference has been made of the relationship between safety instruction and health education. Consideration should be directed to the appointment of a faculty member who will supervise and coordinate the safety program in the school. Providing teachers with instructional materials, using visual aids, and evaluating the program are necessary prerequisites for satisfactory results.

Driver and Traffic Education in the Secondary School

The objectives of driver education conform to a large degree with the ideals established for educational objectives. The building of knowledge, habits, attitudes, and skills is an ultimate goal of a qualitative driver and traffic education program. Today, in our modern civilization, traffic safety has presented one of the nation's greatest problems. Statistical information reveals that approximately 90 per cent of our American citizens will eventually drive automobiles. The public is, therefore, justified in expecting the schools to accept a major responsibility in providing education for successful living in a rapid-moving motor age.

Why schools should be expected to conduct driver and traffic education can be summarized in the following statements:

1. Instruction in driver and traffic education requires a high caliber of teaching which can be effectively presented by qualified teaching personnel in the schools.
2. Educators have the professional background to organize course content and methods.

3. The administrative organization already exists within the framework of the school.
4. The greatest number of potential drivers who are approaching driver-licensing age will be located in the secondary schools.
5. Driver and traffic education can be established as long-range school programs, thus providing for a continuous effort in this area of education.
6. Greater dignity, prestige, and status can be identified with driver and traffic education when the program is offered in the nation's schools.
7. The time factor in high-school driver education is desirable since the student during this period will be approaching driver-licensing age.
8. An economic factor is also important when considering that high-school drivers can be instructed in one half the time required by older drivers in an unorganized experience.

Who Should Teach Safety?

CHARLES PETER YOST

THE question, "Who Should Teach Safety?" can be answered in several ways, but the answer primarily depends upon the importance which the school administrator attaches to the meaning and teaching of safety education within a school. The administrator who views safety as a fundamental life condition and a curricular necessity is initially equipped to consider the question, "Who Should Teach Safety?"

EVERY TEACHER SHOULD TEACH SAFETY

Every teacher should teach safety as it relates to his curricular and non-curricular responsibilities. In practice, however, teachers are sometimes unaware of the necessity and opportunity for integrating safety content within the subject matter areas which they teach. Simultaneously, many teachers who are assigned responsibilities in non-curricular activities lack a knowledge of the hazards inherent in the non-curricular activities and are thus unprepared to perform their responsibilities.

It is unlikely that safety education will achieve its place in the modern curriculum until every teacher, through pre-service and in-service education, is provided with the means which show the situations and materials wherein effective safety instruction can be given. Assuming that all teachers in a school system claim a part of the responsibility for safety

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instruction, it is mandatory that they obtain necessary professional preparation for teaching safe living concepts. Inferior preparation of teacher personnel is inexcusable in light of 411 teacher preparation institutions in the United States offering over 768 safety courses. These courses range from basic survey courses in safety education to research courses. *All prospective teachers should be expected to have competence and understanding in safety education.* Thus, all teachers will be better prepared to make safety instruction a part of regular classroom living; they will be better prepared to perform delegated responsibilities which necessitate an application of safety knowledge.

Although every teacher should teach safety, the hazards inherent in certain subject matter areas demand that teachers in these areas have a broader knowledge of safety than the regular classroom teacher. Teachers of driver education, physical education, agricultural education, industrial arts, homemaking, and science laboratory courses must plan for positive safety instruction in every class period of the day.

SAFETY COMPETENCIES NEEDED BY ALL TEACHERS

The most important qualification needed by all teachers (and this particularly applies to teaching safety) is the ability to develop and maintain within pupils a sincere interest in the thing to be done or the object to be accomplished. If teachers do not have the ability to create an impelling interest in the minds of pupils, genuine progress will not be realized. What specific safety competencies should all teachers possess? All teachers should:

1. Have a philosophy of safety education which is conducive to living in today's world.
2. Have an understanding of the accident problems as it affects the nation, the community, the family, and the individual.
3. Have the ability to inject safety aspects into all phases of daily classroom responsibilities.
4. Realize that it is their responsibility to:
 - (a) maintain a safe environment in the classroom or within the realm of assigned duties,
 - (b) cooperate with school routine by reporting all accidents, by participating in fire drills and other security drills, by being able to administer first aid, and by taking an active part in safety activities planned by the school as a whole,
 - (c) prepare pupils to meet danger and insist that safe practices be followed, and
 - (d) know how to help pupils learn safe habits—ever cognizant that illustration is an effective way of teaching and that no illustration is more effective than an actual life situation.

These competencies are to be considered as "minimum competencies" for all teachers.

THE SAFETY SPECIALIST

The general theme has been presented that all teachers should teach safety and that teachers of certain subject matter areas need more extensive safety backgrounds than other teachers. These two points of view are predicated with the belief that safety is really everybody's business and the opportunity to promote and teach safety is everyone's. Beyond these two points of view lies the necessity of assigning to one individual the major responsibility for developing and directing a functional school safety program. The title assigned to this individual may be supervisor, coordinator, director, consultant, specialist, or any other title which concurs with local administrative policies. Thus, the "real" safety teacher or specialist (in the strict meaning of the word "specialist") is one who possesses certain competencies which are not normally possessed by or identified with other teachers in the school. These competencies include:

1. Helping the entire school staff see safety education as an integral part of the curriculum.
2. Developing instructional guides for use by all teachers.
3. Identifying the safety needs of the pupils and planning cooperatively.
4. Appraising existing curricular content for safety education adequacy.
5. Knowing the sources of current safety materials for both student and teacher use.
6. Working with teacher-sponsors of school safety organizations (safety councils, safety patrols, safety committees, and safety clubs).
7. Using accident reports as a preventive, defensive, protective, and/or constructive device.
8. Informing the school staff of legal aspects involved in safety.
9. Securing the cooperation of out-of-school agencies for service and assistance.
10. Guiding teachers in selecting safety education materials.
11. Publicizing and interpreting the school safety program to the public.
12. Exerting leadership in organizing and conducting emergency drills.
13. Cooperating with the school administrator in removing building hazards and in planning the construction of new buildings.
14. Appraising the suggestions and criticisms of community groups regarding the school safety program.
15. Cooperating with community agencies in serving as a speaker, in supplying the names of speakers, and in securing instructional aids.
16. Keeping up to date on the latest developments in the field of safety.

17. Cooperating with the school administrator in conducting in-service educational programs for all staff members including custodians, bus drivers, and luncheon personnel.
18. Assisting and encouraging teachers in doing research.
19. Taking an active part in community safety activities which, in turn, have an influence on the total school safety program.
20. Evaluating the school safety program or any part thereof.

These competencies for the specialist can be secured only through concentrated study plus experience.

It is an axiom of education that the success of any educational program depends upon the professional and personal qualifications of the teacher. This axiom holds true in the field of safety education just as it holds true in any educational field.

Let us return to the question originally posed, "Who Should Teach Safety?" Obviously, the person who should teach safety is the individual *who possesses the ability to teach safety*. Regardless of the manner in which safety is incorporated in the school curriculum (*i.e.*, integration, correlation, separate subject, "incidental" instruction, or through pupil safety organizations), trained leadership must be available in order to provide for safe living.

Administration of Driver Education

VAUGHN I. HALL

FEW, if any things in America affect people more universally than does the motor car. It would be difficult, indeed, to point out a single aspect of daily living left untouched. No other nation on earth produces and uses so many cars. Most young Americans will drive for pleasure, to and from work, or to make a living. Scarcely any of them will escape the results of inefficient driving, loss of property, injury, or loss of life itself because of accidents. The waste caused by the inefficient, uneconomical, and unsafe use of automobiles in America represents uncounted millions of dollars each year.

SHALL DRIVER EDUCATION BE A PART OF THE EDUCATIONAL PROGRAM?

There is today much discussion as to whether driver education is worthy to be a part of the secondary-school program. It may surprise some, but the fact of the matter is that driver education is already a part of the school program, and is growing steadily. By and large, driver education in schools

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has come about through the insistence of the public. Much of the increase in driver education in the high schools of America has come in recent years by the will of the people as expressed through legislative enactments. A substantial number of states now have enacted legislation, either requiring or permitting driver education and making provision for financing extra costs. Last year, high-school participation and student enrollment in driver education courses reached an all-time high, as reported by the twelfth annual high-school driver education award program sponsored by the Association of Casualty and Surety Companies. Despite unwarranted attacks by some that it is a "frill" course, 12,278 of the nation's public high schools enrolled 1,388,246 students. *Yes, driver education is here, and the great challenge to school administrators, supervisors, and teachers is to make it effective.*

THE ADMINISTRATOR'S RESPONSIBILITY

Whenever the school administrator accepts the responsibility for driver education and then proceeds merely to tolerate it, both the administrator and the program suffer. The very nature of the program requires the most careful supervision, direction, and control. In many respects, the program is directly related to the law. Add to this the fact that the automobile is, in reality, a classroom on wheels, and it can more readily be seen that lack of control may result in dramatic incidents detrimental to the entire educational system.

It must be admitted by any thoughtful, experienced person that driver education is one of the most difficult aspects of the educational program to administer. The following discussion is intended to focus attention on some of the more difficult administrative problems.

WHO SHALL BE TAUGHT?

Perhaps the most basic consideration in the selection of students for enrollment in the course is the age of such students in relation to the legal driving age of the state. Two important problems should be considered in this connection. First, the course should be made available to students *early enough* that they do not reach legal driving age prior to completion of the course, and second, the course should *not* be made available to students *so early* that they may complete the course and then have a long waiting period before they can be licensed to drive. In the latter instance, the student may yield to the temptation to drive without legal authorization to do so. In the former instance, many students learn to drive in situations outside of driver education, secure a license to drive, and, therefore, lose the desire and motivation to take the course.

The first problem is greatly reduced in states where special legislation is enacted allowing students who have satisfactorily completed a driver education course to be licensed to drive six months to a year or more earlier than students who have not completed such a course. If, for

example, the legal driving age is 16 years for a given state, and this state issues a driver's license to students who complete an approved driver education course at 15½, it would likely be best to select students who have reached 15 years of age for the course. This means that the course could be offered in the tenth grade. Among other things, this would eliminate the problem of automobiles at junior high schools. It would give at least one semester to complete both the classroom and behind-the-wheel work and would avoid a long waiting period before licensing. Obviously, the course could be completed well ahead of the regular legal driving age. After selecting the age group and year in school for behind-the-wheel instruction, it is best, so far as possible, to schedule the older students in the car first.

All students cannot benefit from instruction in the automobile. Even more important, they may represent a hazard to themselves or others if they are permitted to drive. Care must be taken through adopting certain administrative policies and controls to be sure that students who may have certain physical or emotional impairments are not placed behind the wheel of the automobile.

It may be well to mention at least one other problem in connection with the selection of students for driver education. Should driver education be compulsory? This should not be necessary if it is offered at the appropriate time. Experience shows that the natural interest in automobiles by most teenagers provides more than enough incentive. There are, however, some who just simply do not want to learn to drive, and therefore, should not be compelled to do so.

WHAT SHALL BE TAUGHT?

Frequently, this question is answered by the explanation that driver education consists of instruction in the classroom and in the automobile and observing other students drive. This clearly indicates the general organization of the course and, when stated in reference to the amount of time to be spent in each phase as a minimum standard, it is important, to be sure. But there is perhaps another way of suggesting the great challenge of the question, "What shall be taught?"

There seem to be three main purposes in any course of driver education regardless of its organization. *First*, the course should help every student to understand himself as a driver—his limitations and capabilities. The use of psycho-physical testing equipment is a single, concrete illustration of how this may be accomplished. *Second*, the course should help every student to secure knowledge and understanding of the operation of an automobile—something of the mechanical principles involved, the intended use, and what it may reasonably be expected to do under certain conditions. *Third*, the course should help the students to understand the rules, regulations, and responsibilities which attach to the driver who operates a motor vehicle. In a word, it may be said that the challenge in

this area of instruction is the task of teaching so well that young people will accept the proposition—voluntarily—that *it is a privilege and not an inherent right to operate a motor vehicle upon the highways of the state and nation.*

WHEN SHALL THE TEACHING TAKE PLACE?

The scheduling of driver education in the school curriculum, together with scheduling of individual students in the course, is without doubt the most difficult administrative problem. Even the scheduling of the classroom work presents many difficulties with an already overloaded curriculum. The administration really is confronted with the problem of finding a place for a 30-45 clock-hour classroom course. Some schools schedule the work as a one-semester or full-year course to avoid "chopping" into other semester or full-year courses. Suggestions for scheduling behind-the-wheel work which administrators may wish to consider are:

- (a) A pre-arranged and agreed upon schedule for students who leave other classes for instruction in the car. This helps to keep interference at a minimum and makes it possible for the classroom teacher and the driver education teacher to do the best planning.
- (b) When students are scheduled for behind-the-wheel work from other classes, it may be desirable to schedule each student in such a way that he does not miss the same class all of the time. This is particularly true if the course is for only one semester.

With the trend toward extension of the school year, there is much to recommend that a part of the driver education work take place during the summer period to avoid conflict in the scheduling. Some of the advantages are:

1. Many students have more time and, hence, there is less conflict in scheduling.
2. Since scheduling of students in the automobile is, in many cases, on the basis of chronological age, certain students should logically be scheduled during the summer months.
3. Weather is more favorable in most parts of the country.
4. More good teachers are available.

Curriculum requirements and offerings vary so much from school to school and state to state that it is difficult to suggest specific ways of scheduling either the classroom course or behind-the-wheel instruction. All in all, the best advice seems to be, "Where there is a will, there is a way." The success of any particular arrangement rests upon the sincere acceptance of driver education by the administration and faculty and a willingness to cooperate and recognize it as an official member of the curriculum family.

HOW MUCH SHALL THE SCHOOL PRESUME TO TEACH?

Obviously, the school cannot be expected to turn out experienced drivers with the brief time each student spends in the course. Neither

WORKING WITH OTHER AGENCIES

No other aspect of the school program requires closer working relations with other agencies than does driver education. Among these agencies are the official driver licensing authority, automobile dealers and manufacturers, and the insurance organizations.

The Drivers Licensing Agency is charged with the responsibility of determining who may legally operate a motor vehicle upon the highways of the state. This is executed through some program of examination and issuance of licenses to drive. Usually those who desire to learn to drive are granted a "learner's permit" and may operate a motor vehicle while learning under certain restricted conditions. In some states special permits for learning may be issued to students enrolled in driver education classes. Whatever the provision of the law, careful administrative procedures are a necessity in working with the driver licensing authority to secure the necessary approval for students to operate the driver training car. Likewise, at the conclusion of the course, careful consideration should be given to administrative policies of the school in certifying to the student's completion of the course.

It is recommended that the school personnel should not attempt to make a judgment as to the worthiness of students to have a license to drive, but rather give estimation of the extent to which the student has benefited from the instruction offered. It is important that the licensing agency and the school each retain its own authority and function and use care not to encroach upon the other's jurisdiction. More effective educational programs will result if the school and driver licensing authority work out satisfactory arrangements for the use of published motor vehicle codes, driver handbooks, and similar printed materials in the driver education courses.

Driver education in the high schools and the *insurance industry* have many problems of common concern. One of the strongest motivating forces on the part of the parent and student in taking driver education is that the student's training will, in most cases, result in lower insurance premiums. In order to grant this favor, insurance companies must have reasonable assurance that the student's experience has been of sufficient duration and quality to present him as a "better-than-usual risk." The school can provide a valuable and desirable service by certifying that students have met certain minimum standards in the course. Here, again, care, integrity, and mutual respect must govern the administrative policies adopted.

Automobile dealers and manufacturers have been most helpful in assisting high schools throughout the country to acquire automobiles for practice driving. Whether the cars are loaned, rented, or purchased (or a combination of these methods), it is always a good policy to come to complete understanding regarding the terms of the negotiation. Experience indicates that best results occur when local boards of education and

local automobile dealers are left to work out details of the arrangements without too much interference from outside sources. Suggested contracts or memoranda of understanding agreed upon by the state education agency and state automobile dealers organization may prove helpful as a guide. These assist the local authorities by pointing out certain essential items to be included and also by suggesting a division of responsibilities.

Typical problems which require attention are insurance, including kind and limits of coverage; operation, care, and maintenance of the automobile; identification of the automobile; dual controls; period of lease and conditions of exchange; agreement as to purposes for which the vehicle may be used and persons authorized to use it; reports and records; and method and conditions of the termination of agreements.

FINANCING THE DRIVER EDUCATION PROGRAM

At least two important observations seem appropriate here. Behind-the-wheel instruction is relatively expensive as compared to other types of instruction because of the pupil-teacher ratio. Also, the usual methods of reimbursement of funds to local school districts by state or county governments have little or no effect on behind-the-wheel instruction, in most cases, because students are taken from other classes. Thus, the behind-the-wheel instruction really represents an extra financial burden. Because of this, many states have enacted legislation to establish special funds to defray the "extra cost" of the driver education program. It states where this is not the case, high-school administrators must weigh this financial problem carefully.

TEACHER SELECTION AND CERTIFICATION

Teachers of driver education in the past have largely been drawn from the general supply of teachers, most of whom have had little or no special training. As a matter of fact, most teacher-training institutions are only now beginning to take seriously the task of preparing teachers for this work. Consequently, many high-school administrators are faced with the problem of assigning teachers to driver education with a very minimum of special training—perhaps four to six quarter hours. This suggests constant encouragement and opportunity for in-service training of driver education teachers. Care should be taken in the selection of teachers in relation to the minimum certification standards governing such teachers, but beyond this, the administrator must accept the responsibility for choosing those persons whose personal attributes of character and behavior are worthy of imitation by teenagers.

EVALUATION

There is no room in the driver education program for mediocrity. Every opportunity must be seized upon to up-grade the quality of the course. The usual means of evaluation can be employed—tests, examina-

tions, observations, judgments, *etc.* In addition to these, there is available to the school administrator the unusual and effective means of assessing the worth of the program as it is reflected in the driving records of the students. Few, if any, of the other phases of the school program are required to stand such a rigid practical test.

Driving records over a period of months and years afford a vital source of information for improvement of the program, as well as an indication of its effectiveness. School administrators would do well to set in motion some plan to accumulate the information revealed in the driving records of the students who have completed driver education courses. A thoughtful approach to evaluation in this manner may well set a pattern for other phases of education.



Driver education is an important phase of the safety education program.

Highlights of the National Conference on Fitness of Secondary School Youth¹

1. The conferees reaffirmed and endorsed previously approved policies specifying that (1) one unit of health education be provided for *all* pupils in each of the junior and senior high-school levels, and (2) a daily period of directed physical education be provided for *all* secondary-school pupils. They commended those schools that have attained these goals. Because many schools have not yet achieved these optimum goals, it was recommended that, until such time as they can be attained, *all* schools allot at least one period per day for instruction in the combined area of health and safety education and physical education, with time for driver education to be in addition. If the latter is not possible, the classroom phase of driver education might be included in the recommended daily allotment. It was further stipulated that a minimum of one semester in each of the junior and senior high-school levels be scheduled for health and safety education in the daily period allotment on a block basis and taught daily.

2. The areas of health education (including safety and driver education), physical education, athletics, recreation, and outdoor education should be organized into one administrative area in each school district, with a qualified person appointed to provide leadership, supervision, and coordination for these areas on a district-wide basis, working with principals and teachers in developing the best programs possible.

3. *All* teachers in secondary schools should have pre-service preparation in health and safety education.

4. Appropriate provisions should be made in the physical education program for the handicapped, the low-fitness pupil, and the gifted boy and girl.

5. Participation in musical organizations, driver education, or military training should not be permitted to serve as a substitute for instruction in physical education, since the specific objectives and means of attaining them differ widely.

6. Credit for each year of health and safety education and physical education in the secondary school should be required for graduation.

7. The pupil-teacher ratio and the teacher load in physical education should be comparable to that for other teachers in the school.

8. Interscholastic athletic competition for boys in grades 7-9, under proper administrative and supervisory policies and procedures, should

¹ Reprinted from *Youth and Fitness—A Program for Secondary Schools*, report of the National Conference on Fitness of Secondary School Youth. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1959, p. 18.

be provided. Such competition for girls should not be offered under any circumstances.

9. The school day should be extended and a 12-month program of athletics should be developed.

10. The school has a primary responsibility for school-community recreation programs. It should (1) provide opportunities for pupils to develop knowledge, attitudes, skills, and appreciation in a wide variety of leisure-time activities which may be enjoyed throughout life and (2) serve as a community center for recreation and adult education because the school is in a most favorable position to provide the necessary leadership, facilities, and programs.

11. Because of the contribution of swimming to fitness and community recreation and to the prevention of the needless loss of thousands of lives, a swimming pool for year-round use should be in or easily and readily available to every secondary school.

12. Outdoor education has significant implications for fitness because (1) outdoor activities are self-motivated for many youth and contribute life-long interests, full of adventure, vigor, and relaxation; and (2) automation and city living resulting in sedentary living have deprived more youth from having contact with the land which was the heritage of their forebears.



Guiding Principles for Planning Facilities for Health, Physical Education, and Recreation¹

The prevailing concepts and objects of athletics, recreation, and physical and health education are sufficiently common to justify the joint planning and developing of a coordinated system of facilities to be used jointly by all administrative bodies responsible for these programs. Growing understanding of this fact has led to considerable progress in such cooperative efforts in many communities.

Underlying the planning of facilities, there must be a conviction that they promote the wide-spread achievement of human welfare in a free and democratic society, which recognizes the worth of the individual and provides for his development in that society.

Within local communities, much greater progress will be made as the concept of joint planning is more widely understood. The following principles, basic to that concept, should guide community effort:

Facilities for athletics, recreation, and physical and health education programs are necessary in the modern community. They are essential to the well-being and culture of people. They are equally important as factors in promoting and maintaining sound community values, preventing blight, and securing successful development and redevelopment of urban and rural areas.

The distribution, location, and size of these facilities are closely related to the total community pattern. These factors are dependent upon the arrangement of different types of living areas, thoroughfares, business and industrial districts, transportation, natural barriers or hazardous situations, and maximum population densities.

Such facilities should be planned in relation to the other physical, social, and economic characteristics of the community. For this purpose, there should be prepared a master or comprehensive plan which will serve as a guide for the orderly development or redevelopment of the entire community.

The basis of each community's master plan should be a study by the community of its own needs. This can be accomplished with a minimum of effort by those communities with established planning agencies. Where no such agency exists, a central planning group should be established. It is essential that all agencies, whether governmental, private, or voluntary, participate in the study and planning; furthermore, individual citizen interest and participation should be a part of the planning process. For the technical aspects of the plan, the guidance and advice of professionals should be utilized.

¹ Reprinted from *Planning Facilities for Health, Physical Education, and Recreation*. Chicago: The Athletic Institute, 1956, p. 2-3. Available from AAHPER.

Engineers, architects, landscape architects, sociologists, and education and recreation consultants all play important roles in facility planning and design. The areas of their professional training and technical competence should be recognized and they should be used in their respective capacities. For example, the landscape architect should design the grounds development as meticulously as the architect plans the building.

Change is ever present and should be recognized in planning. The master plan should not be so rigid as to restrict necessary changes and yet should be projected on such enduring principles that need for major change is avoided. The best of plans need periodic review and reevaluation.

Facilities should be planned with due regard for the full potential of existing resources. The acquisition, development, and continuing operation of facilities can be made more economically sound if all agencies join in an inventory of existing and available resources, thereby avoiding duplication of facilities and overlapping of services.

Programs of education and recreation are broad programs which complement and supplement each other, with each requiring similar facilities. Many educational experiences for children, youth, and adults have recreational qualities. Many recreation programs provide exceptionally good educational experiences. They should be planned cooperatively.

The functional design of the school plant, including the grounds, should be predicated upon its use as an education-recreation center. The scope of school-plant planning should include the provisions of facilities for broad programs of public education and recreation. In the design of the grounds, careful consideration should be given to the functional areas essential to proper operation of the school physical education program as well as the school recreation program. If the school is to serve as the center for a park-school plant, additional ground must be secured and appropriately designed.

The character of land development for athletics, recreation, physical education, and health education should reflect the application of sound principles of design which take into consideration the natural characteristics of the land, the use to which it is to be put, and the potential attractiveness of the finished facility. Parks have traditionally been designed to protect and conserve natural resources and features of beauty. Hills and knolls, streams and water areas, and trees and shrubs are all important in land development. These features should be considered as important elements in the total overall design of areas for functional education and recreation use.

Joint planning for the development and use of facilities requires predetermined agreement between agencies on policies and responsibilities. The legal, fiscal, and administrative powers and responsibilities of the agencies concerned must be defined, understood, and mutually accepted.

In the revision, rehabilitation, or redevelopment of existing neighborhoods, every effort should be exerted to raise obsolete facilities to standards consistent with the lifetime of the improved neighborhood. For example, if a redeveloped neighborhood has an expectant prime life of twenty-five years, the facilities for athletics, recreation, and physical and health education ought to be of a standard consistent with the requirements, not of today, but of at least a decade hence. It is not sufficient simply to reproduce present facilities in the revised neighborhood.

Zoning and land-use regulations should be advocated for all lands which may be potential urban subdivision developments. This facilitates subsequent planning for adequate provisions for athletics, recreation, and physical and health education in the expanding suburban areas. The importance of getting the land-use regulations established before subdivision development occurs cannot be overemphasized.

Requirements for athletics, recreation, and physical and health education are not confined to facilities required for use by organized groups, but include appropriate areas for the free-time, unorganized use of all the people. Recreation and education both require facilities for the activation and stimulation of the body, mind, and spirit throughout life. Some of these facilities are man-made. Others are nature's own meadows, forests, lakes and streams, and the things that live and grow in such an environment. Beauty, both natural and man-inspired, is essential to normal well-being. Whereas such amenities are usually considered necessary, in a recreation facility, it should be emphasized that they also are significant in formal education and in the continuing education and enjoyment of those not enrolled in schools. Consequently, the scenic parks, regional parks, forest preserves, state parks and, sometimes, even national parks should be given appropriate consideration in the development of a comprehensive and cooperative plan.

Facilities for community education and recreation should provide for the interests and needs of senior citizens. With retirement from regular employment, an increasing proportion of the total population in the older-age group has the time for pursuing educational interests and engaging in recreation activities to which they have long looked forward. Provision for a wide range of facilities for less-strenuous physical activities, hobbies, quiet study, and group discussion is an essential part of the community education and recreation program.

Facilities for organized camping and outdoor education should be provided to serve the needs of children and youth. The change from a rural to an urban society makes school camping and outdoor education imperative if the increasing numbers of children, youth, and adults are to have learning opportunities in the out-of-doors. Such activities are essential in the modern school curriculum to provide direct learning experiences which otherwise will be denied many children.

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Best Book of 1959 on Vocational Guidance

ROBERT HOPPOCK

EACH year the author of this article undertakes to review all new books on vocational guidance, except those devoted primarily to occupational information, which are reviewed in the *Career Index*, the *Guidance Index* and the *Occupational Index*. The best of the books dealing with the theory and practice of vocational guidance are annotated in an annual list; this is it. Included are some earlier references which did not reach us in time to be included in the 1958 list.

Inclusion of a book in this list does not mean that it is considered infallible. It does mean that the book has been compared with other publications and considered to contain useful information that would be of interest to readers who try to keep up to date on the better literature in this field. Apologies are made in advance to authors and publishers whose books have not been included and to those who find the annotations inadequate.

A Handbook for High School Counselors. Oak Park, Ill.: Association of College Admissions Counselors, c/o L. H. Fritzmeier, 400 No. Lombard Ave. 1959-60. 308 pages. \$1.50. Code of ethics. How to choose a college. Suggestion for pre-college counseling. Brief description of each member college.

Balinsky, Benjamin, and Ruth Burger. *The Executive Interview*. New York: Harper and Bros. 1959. 209 pages. \$4. The psychological principles of interviewing presented in layman's language for business and other executives. Communication. Asking questions. Listening. Selection, appraisal, and counseling interviews. Criticism. Emotional problems. Controversy.

Bingham, W. V.; B. V. Moore; and J. W. Gustad. *How To Interview*, fourth edition. New York: Harper and Bros. 1959. 277 pages. \$3.75. An old classic brought up to date. Written for laymen. General principles and specific suggestions. The interview in selection and placement of employees, in public opinion, commercial and morale surveys, journalism, legal practice, law enforcement, vocational and emotional counseling. A scholarly book, readably written.

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Borow, Henry, and Robert V. Lindsey. *Vocational Planning for College Students*. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1959. 186 pages. \$2.95. A text-workbook for a college course in occupations. Introduction. What is college? What do workers want from their jobs? Preparation for counseling. Understanding the world of work. Understanding vocational interests and values. Human differences and the concept of worker trait requirements. Learning to explore occupations. Preparing for the chosen field. Entering the job market.

Browstein, Samuel C. *College Bound. Planning for College and Career*. Great Neck, N. Y.: Barron's Educational Series. 1958. 226 pages. Paper \$1.98; cloth \$3.95. Preparing for college. College life. Evaluating the professions. Directories of colleges, junior colleges, and seminaries.

Burack, Marvin. *Group Guidance Units for Upper Elementary School Grades in the Chicago Public Schools*. Chicago: Bureau of Pupil Personnel Services, Public Schools. 1958. 115 pages. Single copies free if requested on school letterhead. For teachers of group guidance classes in eighth grade. Initiating a program. Selection of teachers. Methods and materials. Getting the most out of school. Self-discovery and evaluation. Educational and vocational opportunities. Getting along with others.

College Placement Annual. Bethlehem, Penna.: College Placement Council. 1960. 368 pages. Given free by college placement offices to their seniors. Available to others only as a premium with a subscription to the *Journal of College Placement*. Anticipated opportunities for college graduates with 1700 employers in Canada and the United States. Arranged alphabetically by company. Indexed by occupation and by location. Companies which offer foreign and summer employment, and companies which recruit women. Cooperating college placement offices and directors. Brief articles on related subjects.

Conant, James B. *The American High School Today*. New York: McGraw-Hill Book Co. 1959. 140 pages. \$1. A readable description of secondary education in the better schools. Twenty-one recommendations for improvement are generally good—except for the anachronistic proposal that all academically talented students be urged to take four years each of mathematics, science, and foreign language, plus the usual required English and social studies, thus leaving almost no time for anything else.

Cribbin, James J.; Brother Philip Harris; and Rev. Wm. J. McMahon. *Teacher's Handbook for It's Your Life*. New York: Harcourt, Brace and Co. 1958. 152 pages. Free to teachers and administrators who consider adopting the textbook. Methods of group guidance: philosophy, teacher's role, techniques for conducting group discussions, organizing a Catholic high-school guidance program. Suggestions for teaching each chapter.

Dugan, Willis E., editor. *Counseling Points of View*. Minneapolis: University of Minnesota Press. 1959. 48 pages. \$1.50. Some issues Underlying Counseling Theory and Practice by E. G. Williams. Lessons I Have Learned in Counseling with Individuals by Carl R. Rogers. A panel discussion of the two papers. Excellent.

Froehlich, Clifford P., and Kenneth B. Hoyt. *Guidance Testing and Other Student Appraisal Procedures for Teachers and Counselors*. Chicago: Science Research Associates. 1958. 438 pages. \$4.75. Statistical methods. Principles of testing. Measuring scholastic ability, aptitude, achievement, interest, and personality. Other methods of appraising students: scatter diagrams, observations, interviews, home visits, self-reporting, autobiographies, sociometrics. Identifying student problems.

Gauerke, Warren E. *Legal and Ethical Responsibilities of School Personnel*. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1959. 302 pages. \$4.95. Legal and ethical aspects of the teacher's relationship to school board, principal, supervisor, other teachers, and other school employees, parents, and pupils.

Guiding Today's Children. Los Angeles: California Test Bureau. 1959. 295 pages. \$4.75. For teachers and administrators. Prepared by the Division of Research and Guidance of the Los Angeles County Schools. Understanding children. Planning for the mentally retarded, vision, hearing and speech problems, emotionally disturbed and gifted children. Records, testing, grouping, evaluating. Parents, committees, community, and staff.

Hardee, Melvene Draheim. *The Faculty in College Counseling*. New York: McGraw-Hill Book Co. 1959. 391 pages. \$6.75. Coordination of counseling services. Promising programs. In-service training. Persisting problems. Central records. Articulation of high school and college counseling. Parents. Student counselors. Case conferences. Research.

Hill, Wendell P. *How To Set Up a Semester or Year Guidance Course*. Chicago 10: Science Research Associates. 1958. 29 pages. \$1. Plan for a ninth-grade course based on the experience of the author at Grand Haven, Mich., and mainly on the publications of Science Research Associates.

Hill, Wendell P. *Planning My Future . . . A Workbook in Educational and Vocational Planning*. Chicago: Science Research Associates. 1958. 34 pages. 50¢. Knowing myself. Exploring the world of work. Planning my education. Recommends that all who have "ability to do college work" should take the college preparatory course. For ninth-grade students.

Hilton, M. Eunice, and others. *Guide to Guidance*. Syracuse: Syracuse University Press. 1959. 54 pages. \$1.50. Annotated bibliography.

Johnston, Edgar G.; Mildred Peters; and William Evraiff. *The Role of the Teacher in Guidance*. Englewood Cliffs, N. J.: Prentice-Hall. 1959. 276 pages. \$4.95. How the teacher works with students as individuals

and in groups, with other school personnel, with parents and with the community. The teacher evaluates his work and his own growth.

Katz, Martin R. *You: Today and Tomorrow*. Princeton: Educational Testing Service. 1959. 102 pages. \$1. Teacher's Guide. 32 pages. \$1. Text for an eighth- or ninth-grade course in self-appraisal for educational and vocational planning. Your abilities. Your values. Your interests. Occupations. Education. Making choices. Earlier editions used experimentally by 150 teachers.

Kearney, Nolan C. *A Teacher's Professional Guide*. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1958. 358 pages. \$5.95. Responsibility. Supervision and administration. The community. The teacher in a new position. Salaries. Law. Leaves, retirement, benefits. Ethics and values. Employment and promotion. Freedom and criticism.

Knapp, Robert H. *Guidance in the Elementary School*. Boston: Allyn and Bacon. 1959. 394 pages. \$5. Observation, check lists, rating scales, interviews, sociometric techniques, questionnaires, autobiographies, case studies, tests, and cumulative records. Counseling. Grouping. Learning. Orientation. Health guidance. Exceptional and handicapped children. evaluation. Administration. Nine pages on vocational guidance.

Kowitz, Gerald T., and Norma G. Kowitz. *Guidance in the Elementary Classroom*. New York: McGraw-Hill Book Co. 1959. 314 pages. \$5.75. Written for classroom teachers. Mental hygiene. Records. Tests. Counseling. Giving information. Referrals. Pupil information. Understanding behavior. Communicating with parents.

Magoun, F. Alexander. *Successfully Finding Yourself and Your Job*. New York: Harper and Bros. 1959. 238 pages. \$3.75. For college seniors and alumni. How to choose a field and a company, and how to get a job. One of the few books of its kind to mention emotional needs as a factor in vocational choice.

Martinson, William D. *Educational and Vocational Planning*. Chicago: Scott, Foresman and Co. 1959. 84 pages. \$1.25. Textbook for a college course. Need for planning. Learning about jobs. Reaching a decision. Learning to know yourself. Counseling. Planning your education. Locating a job.

McClelland, David C.; Alfred L. Baldwin; Urie Bronfenbrenner; and Fred L. Strodbeck. *Talent and Society. New Perspectives in the Identification of Talent*. Princeton, N. J.: D. Van Nostrand Co. 1958. 275 pages. \$3.75. An attempt "to encourage basic research and new thinking." By a committee of psychologists and sociologists "who had not worked specifically on the problem in the past." Issues. Measurement of skill in social perception. Achievement and social perception. Achievement and social status in three small communities. Family interaction, values, and achievement. The role of an ability construct in a theory of behavior. Review and prospects.

McDaniel, H. B.; John E. Lallas; James A. Saum; and James L. Gilmore. *Readings in Guidance*. New York: Henry Holt and Co. 1959. 411 pages. \$4.75. Backgrounds, programs, personnel, and curriculum. Testing and non-testing appraisal techniques. Counseling. Vocational guidance. Group guidance. Community resources. Evaluation. Contemporary emphasis.

Miles, Matthew B. *Learning To Work in Groups*. New York: Bureau of Publications, Teachers College, Columbia University. 1959. 285 pages. \$5. Effective group behavior. The training process. Planning for training. Training activities. The trainer role. Evaluating training. "For persons who . . . carry out training programs designed to improve group processes in schools" including principals, teachers, and counselors. "What would happen in any school system . . . if the effectiveness of the group in it—committees, classes, staffs, school boards—were increased by even 25 per cent?"

Mortensen, Donald G., and Allen M. Schmuller. *Guidance in Today's Schools*. New York: John Wiley and Sons. 1959. 436 pages. \$5.75. The meaning of guidance. Understanding the individual. Meeting the needs of the pupils. Helping development and adjustment through counseling. Evaluating and improving the guidance services.

NVGA *Bibliography of Current Occupational Literature*. Washington, D. C.: National Vocational Guidance Association. Revised 1959. 99 pages. \$1. Recommended publications of the past 5-6 years. Classified by occupation. Related references.

Patterson, C. H. *Counseling and Psychotherapy: Theory and Practice*. New York: Harper and Bros. 1959. 322 pages. \$5. A text for an advanced course. Client-centered. Phenomenological. New material on ethics, values, and socio-cultural background of psychotherapy. Other chapters on training and the therapeutic relationship.

Personnel Services in Education. 58th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press. 1959. 303 pages. Paper \$3.25; cloth \$4. Principles, functions, procedures, resources, organization, frontiers, and historical background.

Peters, Herman J., and Gail F. Farwell. *Guidance: A Developmental Approach*. Chicago: Rand McNally and Co. 1959. 507 pages. \$6. Developmental guidance and the classroom teacher. Individual development. Teacher and pupil centered instruments. Group procedures. Curriculum. Learning. Behavior. Administration. Parents. School and community resources.

Pitt, Gavin A., and Richard W. Smith. *The Twenty-Minute Lifetime. A Guide to Career Planning*. Englewood Cliffs, N. J.: Prentice-Hall. 1959. 178 pages. \$1.95. For college seniors. Realistic discussion of college recruiting by industry, and how the student may use the opportunities it offers. Chapters on a variety of employment opportunities. Appropriate

text or reference for courses in Occupations offered to college students, and to high-school students who will go to college.

Potter, Virginia Bosch. *Fellowships in the Arts and Sciences 1959-60*, second edition. Madison 6: Association of American Colleges, 79 Biochemistry Building. 1958. 195 pages. \$3.75. Counseling the fellowship applicant. Pre-doctoral, post-doctoral, faculty, and special awards. Study abroad. Summer study. Loans.

Rothney, John W. M.; Paul J. Danielson; and Robert A. Heimann. *Measurement for Guidance*. New York: Harper and Bros. 1959. 378 pages. \$5. Unusually candid comment on value and limitations of tests. "Many millions of tests are used annually by counselors despite the fact that their authors present no evidence or inadequate evidence that they can be used effectively in the counseling of *individuals*." Varieties and sources of tests. Criteria of test selection. Recording, reporting, and interpreting scores. Combining test scores with other data. A much needed book. Should be read by everyone who uses tests in guidance.

Rubinfeld, William A. *College Guidance for Students and Parents*. New York: Vocational Guidance Manuals, Inc. 1959. 128 pages. \$1.65. Why go to college. Preparation. Selection and rating of colleges. Specialized or liberal arts education. Admission. Financial aid. Visiting colleges. Deciding on a career. Adjustment to college.

Rusalew, Herbert. *Studies in the Vocational Adjustment of Deaf-Blind Adults*. Brooklyn 1: Industrial Home for the Blind. 1959. 324 pages. \$3. Employment potentialities and opportunities. Vocational diagnosis, counseling, training, and placement. Adjustment in workshops and other settings. The deaf-blind homemaker.

Shartle, Carroll L. *Occupational Information. Its Development and Application*, third edition. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1959. 384 pages. \$8.65. Revision of a basic text "for the professional user." Nature and uses. The labor force and its opportunities. Occupational values. The work place—industries and establishments. Occupation, jobs, and positions. Job analysis. Surveys. Classifications. Publications. Entry jobs. Occupational requirements. Disabilities. Military occupations.

Smith, Leonard J. *Career Planning*. New York: Harper and Bros. 1959. 263 pages. \$3.50. Textbook for a college course in career planning. Aptitudes, interests, personality, motivations, and values. Excellent chapters on how to analyze an occupation, how to get a job, and on two topics seldom discussed in such books: self-employment and on-the-job relationships.

Spiegler, Charles, and Martin Hamburger. *If You're Not Going to College*. Chicago: Science Research Associates. 1959. 80 pages. \$1.50. An activity-text for high-school students not planning on four-year college. Range of possibilities from semi-professional and technical to trade and business education and on-the-job training opportunities. Personal and

community resources in planning for training, work, and adult living. Special topics include adult education, unethical schools, training in Armed Forces, as well as detailed examination of the nature of work. Anecdotes and cases for discussion.

Stoops, Emery, editor. *Guidance Services: Organization and Administration*. New York: McGraw-Hill Book Co. 1959. 302 pages. \$5.75. Guidance in elementary and secondary schools. In-service training. Building the master program. Public relations. Evaluation. Personnel. Coordination. Community resources. Individual inventory. Information services. Counseling. Placement and follow-up. Physical facilities. Budgets.

Stoughton, Robert W. *The Testing Service: A Design for Program Development*. Hartford, Conn.: State Department of Education. 1959. 160 pages. \$1. Pupil appraisal: concepts and techniques. Planning for the testing program. Criteria for selecting standardized tests. Putting tests to work: general considerations. Putting tests to work for instruction, guidance, and administration.

Thorndike, Robert L., and Elizabeth Hagen. *Ten Thousand Careers*. New York: John Wiley and Sons. 1959. 346 pages. \$8.50. Follow-up of 10,000 men who were given Air Force tests of intellectual, numerical, perceptual, motor, and mechanical abilities in 1943. Analysis of test scores in relation to later careers. Conclusion: "We can hardly assert that the evidence presented in our results gives strong support for using tests to guide individuals into one or another of a set of occupations all at approximately the same level in the occupational hierarchy."

Tolbert, E. L. *Introduction to Counseling*. New York: McGraw-Hill Book Co. 1959. 322 pages. \$5.95. For teachers, counselors, and administrators in secondary schools. A text for a first course. Function of counseling. Cumulative records. Tests. Occupational and educational information. Synthesis and interpretation of data. Planning. Evaluation and research.

Where To Find Vocational Training in New York City, fifteenth edition. New York 16: Vocational-Advisory Service. 1958. 281 pages. \$5.00. Public and private schools which offer trade, commercial, technical, semi-professional, or professional training. Limited to the metropolitan area, except for a few institutions which offer courses not available locally, and the State University of New York.

Woellner, Robert C., and M. Aurilla Wood. *Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges*, twenty-fourth edition. Chicago: University of Chicago Press. 1959-60. 134 pages. \$3.50. Initial certification only. Does not include "temporary or substandard or advanced" certificates.

The Book Column

Professional Books

BREDEMEIER, H. C. and JACKSON TOBY. *Social Problems in America*. New York 16: John Wiley and Sons, Inc., 440 Fourth Avenue. 1960. 526 pp. The function of this book is to give the reader an *empathic* understanding of the genesis of social problems while at the same time providing him with an *intellectual* understanding of the institutional sources of the problems. The authors do the former by showing each social problem in the close-up detail of an illustration. They do the latter by systematically applying certain elements of leading contemporary social science theory. Rather than burden the reader with the explicit formulation of this theory, however, they use it in selecting the aspects of American social structure which are sources of behavior labeled "social problems."

A combination of Parsons' and Merton's analysis of deviance enables the authors to organize the social problems field in a systematic and illuminating way that for the first time ties this amorphous area into the main stream of the most advanced theoretical thinking. Among the major themes dealt with are adolescence, criminality, income distribution, labor problems, mental illness, minority groups, politics, religion, and unemployment. To put across substantive points in these areas, the book makes use of the writings of both popular and academic authors.

BUTTERWECK, J. S., director. *Preparing Teachers for Secondary Schools*. New York 22: The Ford Foundation, The Fund for the Advancement of Education, 477 Madison Avenue. 1959. 200 pp. This Pilot Study II of an Experimental Program in Teacher Education is a report of a post-baccalaureate program leading to a Master of Education degree conducted by Temple University in cooperation with four liberal arts colleges in Pennsylvania. It reports on an internship program. In addition to the factual data, it includes many statements of opinion and personal judgment. Pilot Study II is an attempt to determine whether good secondary-school teachers can be prepared by a route that is different from the conventional, a route which confines most of the strictly professional aspect of teacher preparation to the time when they have full responsibility as teachers in a school, a route which also involves the school in active cooperative responsibility with the teacher training institution for a period long enough to insure reasonably competent performance on the part of the classroom teachers.

Part I, consisting only of one chapter, is concerned with the need for such a study. Its discussion, although more philosophical than factual, deals with changes in society, new knowledge arising out of research in disciplines that contribute to education, and changing concepts of the role of education in society. The chapter is concerned with thoughts that grow out of intelligent skepticism about current practices. The Program is described in detail in the chapters comprising Part II. The findings and conclusions to be drawn from these are reported in Part III.

CLARK, B. R. *The Open Door College: A Case Study*. New York 36: McGraw-Hill Book Company, Inc., 330 West 42nd Street. 1960. 223 pp. \$5. This is a sociological analysis of one public junior college. It is an intensive case study of the development of the San Jose Junior College during its first four years. Aimed at promoting a better understanding of the character of this twentieth century phenomenon, the open door college, Professor Clark identifies those characteristics that San Jose Junior College shares with other public junior colleges, and compares these features with those of secondary schools, colleges, and universities.

The study shows how the pressures of modern society affect the college's emerging character in contemporary activities. It first describes the essential elements shaping the college's "personality": its administrative setting in a local public school district, and the ambition of most of its full-time students to prepare for further education for which many of them are unqualified. It demonstrates how these factors have affected the evolution of the college's formal organization and the composition of its administrative and instructional staff.

This book presents an analysis of the type of curriculum set up for the two-year college, the admissions policy, the flow of student traffic through college, student aims, abilities, backgrounds, destinies, the social forces affecting structure, and what this means to the future role of the junior college. It also points out that the junior college is necessarily preoccupied with its heavy preponderance of "latent terminal" students and that the handling of these students is a problem with wide social implications.

COMMAGER, H. S.; R. W. McEWEN; and BRAND BLANSHARD. *Education in a Free Society*, Volume II. Pittsburgh 13: University of Pittsburgh Press, 3309 Cathedral of Learning. 1960. 72 pp. \$3. This is Volume II of the Pitcairn-Crabbe Foundation Lecture series given by the University of Pittsburgh. It contains three lectures given during the past year by an historian, a college president, and a philosopher. Henry Steele Commager's "Quantity and Quality in Higher Education" analyzes historically and comparatively the forces and ideas which have shaped American higher education, and argues a number of propositions as guides to its future development. In "The Liberating Arts," Robert W. McEwen examines the confusions of purpose and the specific problems which beset the undergraduate liberal arts college, and defines its role in higher education. Brand Blanshard poses the fundamental question, "What Is Education For?", provides an answer, and searchingly considers its specific implications for "educated" men and women.

CRAMER, R. V., and O. E. DOMIAN. *Administration and Supervision in the Elementary School*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 534 pp. This book is designed to aid the school personnel in developing a more effective elementary school. Throughout the volume, the intimate relationship of administration, supervision, and instruction is emphasized and a cooperative attack or a team approach is proposed. The leadership role of the principal and the key instructional position of the classroom teacher are stressed. Special attention is directed to the problem of translating educational theory into practice. The elementary school is not treated as an independent school unit, but as an integral part of a minimum program of twelve or more years. Significant features of staff and facilities and the contribution they make to the total educational program are examined. Pupil personnel administration is approached from the point of view of how it fits into the instructional program. A design for continuous evaluation is presented.

The chapters are grouped around these six major areas: (1) the principles and purposes of elementary education, (2) the growth of the elementary school, (3) the development and organization of the elementary-school curriculum, (4) pupil personnel administration, (5) elementary-school staff and facilities, and (6) the effectiveness of elementary schools.

CURTI, MERLE. *The Social Ideas of American Educators*, revised edition. Paterson 1, N. J.: Pageant Books, Inc., 128 Oliver Street, 1960. 657 pp. \$4.95, cloth edition; \$2.25, paper cover. The present-day demands for a reassessment of American education, for a tougher school program, can be understood only in terms of a wider frame of reference than the sudden awakening to the achievements of Soviet science and technology. In point of fact, several basic forces in American life in large part accounted for the growing emphasis over the decades on the "life-adjustment" programs; that is, homemaking, community activity, the driving of automobiles, vocational and personal guidance, and interpersonal and intergroup relationships. In becoming increasingly corporate in character, American life and values stressed the importance of teamwork, of conformity to the group norm, and of reducing conflict in personal and group relations. This was summed up in such slogans as "other-directedness," "the organization man," and "togetherness." Though a natural outgrowth of our own American experiences, we were helped to prepare ourselves to look with more favor on Russian methods of education. Perhaps, many said, America also needed to concentrate more heavily on scientific and technical training to meet national needs. It was taken for granted in many circles that the supreme national need is to dominate or at least hold the balance in world politics and also, for military reasons, to achieve leadership in the mastery of outer space.

Developmental Reading in Junior High School. Danville, Illinois: The Interstate, 19 N. Jackson Street. 1959. 74 pp. \$1.50. One of the most difficult problems facing education today is that of organizing the best possible reading program in the secondary schools. Particularly that is true about our junior high schools where many teachers (through no fault of theirs) are not prepared to teach reading as it should be done. Superintendents of schools who are members of the South Penn School Study Council, Group "D", organized in 1958 and affiliated with the Educational Service Bureau, University of Pennsylvania, took as their first project a study of developmental reading in the junior high school hoping that in so doing individual schools might prepare themselves to install a developmental reading program of their own. Developmental reading is a sequential program aimed at continual growth in all of the basic and specialized reading skills at a pace commensurate with the personal capacity and achievement level of each student.

This book is a report on this one-year study. It is prepared by Margaret F. Willson and J. Wesley Schneyer, consultants of the Reading Clinic, School of Education, University of Pennsylvania. The table of contents includes: Introduction; Summary of Meetings and Evaluation of Project; Developmental Reading Defined; Staffing and Teacher Training; Organization of a Junior High-School Developmental Reading Program; and Bibliography. What makes their program different from any other existing program is the fact that it is not only concerned with the development of reading skills alone, as most programs call for, but it also stresses the need of stimulating good reading habits because the real miracle of reading lies less in the process than in what can be accomplished through it in advancing knowledge, discrimination, spiritual sensitivity, and reflection. This book should be appreciated by those

who are concerned with the improvement of reading programs in schools. It gives them incentive and shows how to do it under their own conditions.

DOUGLASS, PAUL. *Teaching for Self-Education as a Life Goal*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 153 pp. \$3.50. This book is a definitive examination of the thought and writings of Dr. William S. Learned, brilliant staff member of the Carnegie Foundation for the Advancement of Teaching for over thirty years. Dr. Learned's professional attention centered on a careful reappraisal of the learning process, particularly its effectiveness at the college level. Many of the changed approaches to higher education which he advocated are now being implemented and adopted. In this book, his insights into both principles and methods are lucidly, compactly, and helpfully set forth.

The Education of Teachers: Curriculum Programs. Washington 6, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1201 16th Street, N.W. 1959. 464 pp. \$3.50. The growing importance and complexity of public education, the demand for teachers of high quality, and the growing body of specialized knowledge in education mean that departments and schools of education will continue to grow in importance, as have schools in law, medicine, business, and other fields.

As these schools increase in importance, they must provide students with a curriculum which will make each one into the kind of teacher our changing society is going to need: "a liberally educated person, with a firm if general sense of the major modes of knowledge, with an ability to communicate in his own and another language, and with education in depth in a special field. . . ."

How to provide such a curriculum is the subject of this new book, published by the National Commission on Teacher Education and Professional Standards, National Education Association. In June 1959, representatives of nine major educational associations, in cooperation with some 60 single-field associations, met at the University of Kansas in Lawrence, for a national conference on the changes necessary in teacher education curriculums to provide outstanding teachers for the future.

Some of their recommendations published in this book include the provision of a comprehensive program of general education in the student's first two years of college, raising teacher certification standards, a requirement that a teacher be able to communicate in another language besides his own, and that he should have some systematic understanding of literature, philosophy, mathematics, the social behavioral sciences, and physical and life sciences.

FELLMAN, DAVID, Editor. *The Supreme Court and Education*. New York: Bureau of Publications, Teachers College, Columbia University. 1960. 136 pp. \$1.50. "It is, of course, quite true that the responsibility for public education is primarily the concern of the states, but it is equally true that such responsibilities, like all other state activity, must be exercised consistently with Federal constitutional requirements as they apply to state action." Thus has the United States Supreme Court defined one of the central political problems of our time: the task of reconciling the traditional localism of American education with the rights and liberties guaranteed by the Fourteenth Amendment to the Federal Constitution. In a score of recent opinions, most of them handed down since 1949, the Court has worked resolutely at this task, with prodigious results for schools at all levels. Professor Fellman has

gathered together excerpts from the more important of these opinions—minority as well as majority—with a view to illuminating both the constitutional and the educational issues at stake. Readers will find here much more than formal legalistic argument; for the Court's opinions have embodied some of the most cogent and compelling discussions of educational policy set before the American public in recent years.

GWYNN, J. M. *Curriculum Principles and Social Trends*, third edition. New York 11: The Macmillan Company, 60 Fifth Avenue. 1960. 717 pp. \$7.50. Crucial educational events in the 1950's have led to a careful re-examination of the public school curriculum. Is our educational program on both elementary and secondary schools levels carrying out our purposes? In what respects is the curriculum soundly based and effectively taught? In what ways must improvement take place for this age of automation? This third edition seeks to answer these important questions insofar as is possible in this rapidly changing world. Thinking and practice with regard to the school curriculum have changed so much recently that preparing a revision has involved actually rewriting the greater part of the book and the addition of entirely new chapters.

The newer emphases of the third edition cluster around five major areas: (1) the curriculum for the nuclear age, the age of automation; (2) curricular provisions for the atypical child, provisions as adequate for the gifted and talented child as for the slow-learning pupil; (3) the relationships of the pupil's readiness to learn and his interest(s) in learning to curricular scope and sequence at various grade levels; (4) the development by the junior high school of its own curriculum, centered around the needs and interests of early adolescents, with special guidance for pupils through "core" or "block" work or unit teaching; and (5) critical curriculum problems needing satisfactory solutions, problems caused primarily by new social legislation, the teacher shortage, the growing school-age population and lack of classroom space, special national defense needs, and desegregation.

This volume has the following purposes: (1) to show that personal experiencing is the only way by which real improvement in the curriculum can be affected; (2) to evince that educational growth is and should be an evolutionary process, and that such evolution is strongly stimulated and conditioned by changes in the social, economic, and cultural life of a nation; (3) to demonstrate that teaching methods cannot be divorced from the curriculum.

At the close of each chapter, there are problems for individual and for class discussion. These problems are followed by carefully selected lists of annotated references. There is a special bibliography on general and specific aspects of the elementary-school curriculum at the end of Chapter 13. An extensive index with cross-reference makes the volume readily and easily adaptable for reference as well as for class use.

HALVERSON, P. M., editor. *Frontiers of Secondary Education IV*. Syracuse 10, New York: Syracuse University Press, University Station, Box 87. 1960. 77 pp. \$2.25. This is the proceedings of a conference on secondary education at Syracuse University. Included are eight articles: American Secondary Education at the Dewey Centennial by Oscar Handlin; Achieving Balance in the High-School Curriculum by William M. Alexander; The American High School in 1970 by J. Lloyd Trump; The Problem of Values, Value Change, and Personal Identity in Education: Some Recent Studies by J. W. Getzels; Conformity and Independence in the Secondary School by Francis J. Divesta; Some Problems in Educating the Superior Child in the High School

by Louis A. Fliegler; The Program on Physical Education in Today's Secondary School by Lucille H. Verhulst; Classroom Facilities and Equipment for Better Science Teaching by Alfred T. Collette.

HANNA, G. R., and M. K. McALLISTER. *Books, Young People and Reading Guidance*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 233 pp. \$3.50. This useful book for parents, teachers, and librarians examines the vital problem of encouraging the young in good reading. Readable, informative, and based on years of experience and research, it answers many important questions and makes many practical suggestions.

HENNIGER, G. R. *The Technical Institute in America*. New York 36: McGraw-Hill Book Company, Inc., 330 W. 42nd Street. 1959. 288 pp. "A need exists in our post-secondary scheme of education for a large number of technical schools giving a more intensive and practical training than that now provided by the engineering colleges." With this opening statement, the report of the 1928-1929 study of technical institutes made by William E. Wickenden and Robert H. Spahr for the Society for the Promotion of Engineering Education (now the American Society for Engineering Education) was published.

The purpose of this 1959 report is to present the results of a national survey made in 1957-1958 for the purpose of bridging the intervening thirty years and revealing the present status and potential of technical institute education in America. Interestingly, the current findings are essentially identical with the earlier ones and could be expressed in the same words. There are significant supplementary findings, however, and these are presented in the ten chapters of this book.

This report is a compilation of facts and opinions about the educational and employment practices relating to the engineering technician as the demand for technological manpower has grown. It does not attempt to establish new objectives or educational goals, but it does indicate the potential of the technical institute idea in education by depicting accumulated experiences and present trends.

Instructional Materials. New York 10: The Ronald Press Company. 15 East 26th Street. 1960. 414 pp. \$6.50. This work discusses all major types and subtypes of instructional materials—the whole range of media through which teacher and pupil communicate to advance learning. For each type of instructional material there is: a definition, an estimate of potential, some historical background, criteria and sources for selection, representative examples, and suggestions for its use. Opening with an introduction to the organization of a materials center, the book devotes each of the eleven chapters to a major class of materials. It concludes with some of the details of materials center management. An appendix includes a classified listing of all tools cited in the text.

KRUG, E. A. *Secondary School Curriculum*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 555 pp. \$6. Concerned with what is taught in grades seven through twelve, this book presents a body of information relevant to the issues in the secondary-school curriculum today and in the next several decades; considers objectively the various points of view involved in these issues; and suggests approaches to the resolution of these issues in school practice. Dealing with the entire instructional program of junior-senior and four-year high schools, the book emphasizes classroom studies more than extraclass activities, and discusses the choice and organization of content rather than techniques of curriculum planning. The book gives

specific treatment of problems and issues in each of the twelve major instructional fields. There are also special chapters on the college preparatory function of the secondary school, on the theory of the core curriculum, and on "The Shape of the High-School Program" centering on requirements, electives, marking systems, and individual differences of students.

Leadership for Improving Instruction. Washington 6, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street, N.W. 1960. 108 pp. \$3.75. Chapter One, "Imperative Demands Upon Educational Leaders," written by Margaret Lindsey and Ernest Schwarcz, presents today's setting which challenges educational leadership as it perhaps has never been previously challenged. Leadership which is situationally centered, it states, includes the dominant values of a people that make explicit what a leader shall be and how he shall behave. The chapter forcefully delineates our need for forward movement to higher levels of democratic leadership.

In Chapter Two, "A Concept of Educational Leadership," John Ramseyer explains the theory of leadership and describes the agreements among researchers in the fields of psychology, sociology, anthropology, business administration, and education which support this theory. The chapter lists and discusses five educational leadership tasks which grow out of a situationally centered view of leadership. These tasks constitute fundamental aspects of educational leadership in operation. Subsequent chapters are keyed to these facets of leadership.

Chapter Three, "Expectations That Influence Leaders," has been written for the committee by Gordon MacKenzie. This chapter makes the assumptions that the productivity of the school and the morale of its staff are closely related to the clarity, interrelatedness, and extent of agreement as to the various leadership roles. Each person's perception of his role determines his action. How this affects the superintendent, principal, supervisor, curriculum specialist, and teacher is extensively discussed. It is emphasized that the perceptions of the role of the teacher are of major importance. The social and personal reasons for the present confusion regarding roles are presented. Practical proposals for clarifying role perceptions are also indicated.

Chapter Four, "Educational Leaders in Action," has been prepared by Paul Johnson and Harold Wilson. This chapter advances a number of the exciting results which occur when leaders practice the leadership methods described in Chapters Two and Three. These reports of actual practice are organized around the educational leadership tasks defined in Chapter Two. Here again, attention is specifically given to the various official leaders—the teacher, principal, supervisor, instructional consultant, guidance counselor, director of instruction, superintendent, and the consultant from outside the system. The work of citizens advisory committees is also discussed.

Chapter Five, "Educational Leaders: Discovery and Development," has been prepared for the committee by Mary Adams and Vernon Anderson. It raises and discusses fundamental questions regarding how we can recognize potential leaders in order to avoid waste of human resources and how we prepare persons for leadership when we know that the use of power may destroy a leader's effectiveness. The chapter discusses the leader's need for skills and insight in human development, group dynamics, human relations, and community structure; and it examines ways of nurturing such leadership. It analyzes many of the present innovating practices in the identification and

development of both emergent and official leaders. Finally, unmet needs in leadership identification and selection are indicated.

Chapter Six, "Appraisal: A Method for Improving Instructional Leadership," has been developed by Harold Drummond. Martin Garrison contributed extensively to the original outline for this chapter. It is designed to help teachers, curriculum consultants, supervisors, parents, principals, guidance specialists, directors of instruction, superintendents, and other interested citizens answer the question, "How can we use what we already know, or discover what we need to know, to improve the quality of leadership for the improvement of instruction?" The chapter proposes a list of criteria which may be used for evaluating leadership practice and suggests guidelines to be followed in their use. Separate sections discuss ways in which each of the official leaders might proceed in using appraisal processes to improve instructional leadership.

Chapter Seven, "Democratic Leadership and the Future," has been written by Glen Hass. This chapter attempts to place in perspective a number of the major ideas found in other sections of the yearbook. It identifies the four major parts of the yearbook and attempts to show how each of the preceding chapters deals with an integral aspect of leadership. The concluding section discusses the significance of democratic educational leadership for the years ahead.

MERSAND, JOSEPH, editor. *Problems and Practices in New York City Schools*. Woodside 77, Queens, New York City: Assistant Superintendent, Max T. Gewirtz, P.S. 11, 54-25 Skillman Avenue. 1959. 213 pp. \$3. This is the 1959 yearbook of the New York Society for the Experimental Study of Education. Its contents are a series of articles on the following areas: Administrative Problems; Art; Audio-Visual Instruction; Early Childhood Education; Elementary-School Problems; Foreign Languages; Health Education; Home, School, and Community; Junior High-School Problems; Language Arts; The Library; Mathematics; Mental Hygiene; Music; Science; Speech Improvement; Vocational Education; and Vocational Guidance.

MILNER, T. D., and W. C. KELLEY. *Physics in Your High School*. New York 36: McGraw-Hill Book Co., 330 West 42nd Street. 1960. 146 pp. \$1.50. The booklet begins with a discussion of the organization and activities of a school science committee: its composition, the responsibilities of its school members and its lay members, and some suggested priorities for a program of action. For the benefit of the layman, physics—the science and profession—is next discussed. A chapter dealing with the counseling of students—Who Should Study Physics?—follows. The physics teacher comes in then for extended discussion: a recommended academic preparation, how to assist the teacher of good preparation to become an even better teacher, how to assist the teacher of average preparation, what to do for the teacher of poor preparation, teaching salaries, and the physics teacher's schedule.

Physics programs are considered: levels of difficulty, courses and special assignments for superior students, the relation between work in mathematics and work in physics, time allotments for teaching physics, grades, some criteria for the selection of content, textbooks, syllabi, and new physics programs including the physics course of the Physical Science Study Committee and the Harvey White film-television course. The objectives and requirements of laboratory work and teacher demonstrations, the use of books and films in physics courses, and the allotment of space and the design of physics classrooms and laboratories are then discussed. The final chapter deals with the

characteristics of high-quality instruction in high-school physics: what distinguishes superior teaching from routine teaching.

Appendices to the booklet contain information about the various study opportunities afforded teachers by the programs of the National Science Foundation, lists of laboratory and demonstration apparatus for physics courses at three different levels, and a list of books, periodicals, and films. Each chapter in the booklet ends with a section entitled, "Things To Do," which summarizes and condenses the various recommendations in the chapter and points the way toward action by the school district. The booklet was written to be as specific as possible. If full information is not included in the booklet, names and addresses of sources of further information are given.

PATTERSON, FRANKLIN. *High Schools for a Free Society*. Chicago 1: The Free Press of Glencoe, Illinois, 119 W. Lake Street. 1960. 94 pp. \$1. This book is a re-assessment of citizenship education practices in American high schools, an examination of social research that throws light on the education of youth for citizenship in a free society, and projects educational and research possibilities *vis-a-vis* the citizenship of adolescents.

PHILLIPS, B. N.; R. L. DUKE; and M. V. DeVAULT. *Psychology at Work in the Elementary School Classroom*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 409 pp. This book presents a carefully selected group of research studies chosen in terms of their particular value to classroom teachers, and supplemented by applications to classroom situations and commentary by a trio of educational psychologists who at the same time are also specialists in some aspect of the elementary-school curriculum. This work, therefore, combines the reports of researchers and the judgments of the practicing specialists in the elementary school.

This book is aimed at the elementary-school level, and its purpose is to help the prospective and experienced teacher to a better understanding of the implications of research for educational practice in the classroom. In trying to accomplish this, the student is provided with the opportunity: (1) to study the nature and scope of some of the most significant psychological aspects of classroom organization, interpersonal relationships, pupil behavior, and learning; (2) to examine a selected number of research studies relevant to the problems of classroom organization, interpersonal relationships, pupil behavior, and learning; and (3) to analyze illustrative examples of applications of research generalizations to problems such as those involved in the use of group methods and the motivation of pupils.

These research studies and other materials are centered on children and teachers in classroom situations, and are organized in terms of the problems of learning and teaching. In this organization, psychological principles and concepts play a basic role, but they are identified and discussed within the framework of the classroom situation.

The contents of this book are divided into two major parts. The first deals with the problems involved in classroom organization and interpersonal relationships, and the second discusses problems in directing pupil behavior and learning.

Each part is also organized into four units—orientation, introduction, research studies, and applications. The orientation provides an over-all view of the area, and includes a discussion of pertinent psychological principles and their educational significance. It also includes a list of references for addi-

tional student reading. The introduction raises questions for the student's consideration and summarizes the research principles incorporated in the classroom applications.

The third unit consists of actual research studies, most of which are included with only minor editorial changes. The purpose of this unit is to give the reader firsthand experience with research studies and the opportunity to familiarize himself with representative research in the area. Other studies listed in the references at the end of the studies may be used in a similar manner.

The fourth unit shows how principles derived from a careful review of relevant research may be utilized in teaching children. This is done by the reconstruction of a number of classroom settings in which the principles are incorporated. A discussion and an interpretation of the classroom settings are also included. The experiences of the authors and the ideas and suggestions of a group of experienced classroom teachers were utilized in constructing these classroom settings.

Planning America's School Buildings. Washington 6, D. C.: American Association of School Administrators, 1201 Sixteenth Street, N.W. 1960. 236 pp. \$6. This book is the product of a seven-man commission selected by the American Association of School Administrators to produce a book that would assist a school district in constructing a school building in which the parts would contribute to a function program of education for the school community. It is the case of a building made to fit a planned education program, and not an education program planned to fit a building. In the planning of this book, the commission assumed from the start that the several aspects of a school building can and should be justified in terms of important and worth-while features of the instructional program itself. In the minds of the members of this commission, the school plant is a translation of the curriculum and all that it involves into teaching facilities and space. As such, well-planned buildings assist teachers, administrators, and pupils in achieving the basic purpose of education. Thus, the book is not only an aid to planning and building school houses, but also an inestimable aid to the curriculum maker.

In its concern for making school buildings functional, this Commission did not overlook the importance of aesthetic appearance and beauty in the building and its environs. Beauty, as the Commission saw it, is not a mere decorative aspect. Rather, it is something of great significance to rich and full living. If one is to grasp beauty, understand it, and appreciate it, it must be part of his constant environment. To neglect beauty in a schoolhouse is a grave oversight.

The Commission did not overlook the obvious importance of cost: sound economy should be sought along with beauty; the two are not incompatible. Neither did the Commission overlook the physical environment as a whole, including light, heat, ventilation, air conditioning, and the school grounds. The likely controversies over the school site, their causes, and their resolutions, together with orderly, sane procedures for selecting the site, are discussed with foresight and common sense.

Furthermore, whole sections of the book are filled with dozens of specific suggestions to superintendents (particularly the inexperienced), staff members, and school boards on how to plan a new building and how to publicize its needs, together with the step-by-step routine procedures, including the legal ones, necessary to get construction started and on to completion. Also

sound and economical practices and policies are suggested for renovation and remodeling and maintenance once the building is in operation.

Every aspect of the school building, from the entrance through the corridor to the principal's office, is analyzed and appraised for its potential impact on instruction. It is a big book, 8½"x11" casebound, liberally sprinkled with eye-catching illustrations and photographs. Probably more important, entire sections of the book—written by men who really know what they are talking about—are devoted to down-to-earth, practical procedures for site selection, population projection, developing educational specifications, employing an architect, letting bids, developing contractual agreements, renovation, maintenance, and cost. This publication is a practical handbook for planning a school building and administering a capital outlay program.

Professional Administrators for America's Schools. Washington 6, D. C.: American Association of School Administrators, National Education Association, 1201 Sixteenth Street, N.W. 1960. 320 pp. \$5. Each year about 2,000 school boards in the United States choose someone to become their superintendent of schools—the executive leader of the education program in the district, a program which is often also the district's largest business enterprise. Just as sidelines, the superintendent may be required to operate a bus system that transports more passengers than any other in the area and a lunch program that makes him the biggest restaurateur.

The American Association of School Administrators, the professional organization of school superintendents, has taken a long and introspective look at the process of choosing school superintendents, and at the superintendents themselves—how they became qualified for their jobs, how they keep themselves proficient, how school boards go about the business of choosing from among them, and, most importantly, what sort of professional training should go into the making of a superintendent.

The commission which prepared this report as the 1960 yearbook of AASA, came to the conclusion that there should be a very drastic overhauling of the professional preparation of school administrators. The book spells out the special and costly type of post-graduate work AASA believes should be required for school administrators. The organization has amended its constitution to provide that after 1963 all new members must have completed two years of graduate study in university programs designed to prepare school administrators and approved by an accreditation body endorsed by the AASA executive committee.

The book uses a hypothetical "State U" to describe the program of graduate study recommended because no single university now offers such a program, although some elements of it are found in a number of universities. At State U likely prospects for educational administrators-to-be are spotted during their undergraduate work and encouraged to prepare themselves for that field. Ordinarily they are identified early enough so that they can tie in the preparation for administration along with the other work required for a master's degree. In such instances the requirement for a master's degree in school administration would include 15-semester hours of work in the liberal arts and fifteen specifically related to competency in the candidate's teaching field.

Having completed the liberal arts work and satisfied other requirements for admission, the prospective administrators are enrolled in a block-of-time program which occupies them full time during a nine-week summer session or all of the mornings of a regular semester.

The central activity here is a comprehensive community study in which a group of the candidates gathers and analyzes all pertinent data on a community's historical background, geographical features, economic and political life, recreational facilities, power structures, religious and ethical influences, etc. In this they have the guidance of professors from several departments of the university, particularly those in government, economics, sociology, and psychology. After completing the study and report, the group uses the raw material for further studies, such as the development of enrollment projections, class schedules, and budgets.

In Phase 2 of the new program, the candidates revert to the more familiar three-semester hour course of studies in such fields as economics, sociology, speech, and business management. Seminars on school administration, business administration, and public administration may be included. The final six to nine hours of Phase 2 is aimed at specialization for prospective school superintendents, school business managers, or school principals.

The third and final phase of the program takes place in the field and consists of either a full-time internship for one semester or a part-time apprenticeship for one school year, working with a capable superintendent or other administrator. A supervising professor from State U has general responsibility for overseeing this program and holding weekly seminars for the interns.

This type of preparation program, the book suggests, probably could not, or should not be provided in more than about twenty per cent of the schools which now attempt to offer some sort of preparation for school administrators. It would be quite costly, relative to most of the programs that now exist, with heavy outlays required for libraries and laboratories, internships and other on-the-job learning experiences, significant research projects, and adequate fellowships and scholarships.

SHEPARD, N. M. *Foundations and Principles of Physical Education*. New York 10: The Ronald Press Company, 15 East 26th Street. 1960. 362 pp. \$5. Physical education has too often been considered an eddy at the side of the main stream of education, unrelated to the deep current in the ongoing stream. This book reflects the firm belief that physical education is an integral part of the deep current, an essential in any educational pattern designed to meet the needs of children and adults in contemporary society.

This book is designed to cite the foundations and principles of physical education in terms of the unity of educational purpose. It has been prepared for the undergraduate student pursuing a course in principles of physical education, and for those school administrators and teachers on the job who seek an overview of the background and significance of physical education in education and in American life today.

The objective of the book is to note the effect of changing cultural patterns on the growth of physical education throughout the years and to cite the importance of the principles formulated and used as bases for the development and interpretation of the physical education program. The relationship of physical education to the total educational experience of boys and girls in schools and colleges is the persistent emphasis of the text.

Because the program of physical education reflects established principles, the book attempts to show how principles are derived from facts, philosophic beliefs, basic assumptions, and insights resulting from experience. Specific principles are stated and expanded in the areas of curriculum, instruction, administration, and evaluation. With background and objectives of physical education in mind, the book concludes with a discussion of the challenge

which faces members of the profession in interpreting the over-all physical education program to the public.

SHUSTER, G. N. *Education and Moral Wisdom*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 158 pp. \$3.50. Beginning with his conception of the "friendly, liberal" climate that should prevail in any college, the author proceeds to many different aspects of education including academic freedom, the impingement of philosophy—both past and present—on our way of life, and the difference between education and wisdom. He looks forward to a future when the intellectual readiness of youth will be fused with the distilled experience of their elders. He believes this should result in an important learning experience for each.

Soviet Schools. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street, N.W. 1960. 64 pp. \$1, less 10% on 2-9 copies and 20% on 10 or more copies. This report is based on a firsthand examination of Soviet education by a group of 64 American school administrators who visited the Union of Soviet Socialist Republics for three weeks during October 1959, under the auspices of the Travel Association of School Administrators, and the Travel Committee of the National Association of Secretaries of State Teachers Associations.

The visiting group was split into two teams, each with leaders and American interpreters. Paul Stevens and Richard L. Renfield were leaders of one team, while William H. E. Johnson and Virgil M. Rogers led a second team. Carl M. Purcell served as photographer. The names and titles of the entire participating group may be found in the appendix of this report.

This study tour to the Soviet Union is but one of the 43 educational travel projects conducted by the NEA Travel Division during the past year. Each summer hundreds of educators coming from every state in the Union participate in similar NEA Travel Division programs throughout the world. Many earn college and teacher in-service credit as members of these traveling classrooms.

Standards for School Library Programs. Chicago 11: American Library Association, 50 East Huron St. 1960. 144 pp. Paper \$2.50. A *Discussion Guide*. 20 pp. Paper 65c. Combined price, \$3. Replacing the 1945 *School Libraries for Today and Tomorrow*, the *Standards* is a product of several years of research, surveys, and suggestions by school librarians and representatives from twenty professional and lay organizations. The project was financed by grants from the American Library Association and the Carnegie Corporation of New York, and was spearheaded by an AASL committee.

Highlight chapters in the work include: "The School Library Program for Children and Young People"; "Materials, Funds, and Staff Needed for School Library Programs"; "The Library in the New School"; "Library Resources and Services in Schools Having Fewer Than 200 Students"; "Co-operative Planning for School Libraries"; and chapters on school boards, administrators, and libraries; school library supervisors; and the school library staff. A selected bibliography, an appendix containing policies and specifications for library quarters and equipment, and an index are included. A companion work, *A Discussion Guide*, serves as an aid in planning and conducting meetings on some of the fundamental aspects of effective school library programs and services.

SWENSON, H. N., and J. E. WOODS. *Physical Science for Liberal Arts Students*. New York 16: John Wiley and Sons, Inc. 440 Fourth Avenue. 1957. 343 pp. The purpose of this book sets it apart from most texts in this field. It has a single aim: to describe the special methods and procedures

which have been found useful and effective in the natural sciences. It answers the question: "What is science and how do the natural sciences differ from other intellectual fields?"

The authors show how the scientific structure grows. They analyze the roles played by experiment, hypotheses, theories, and models. Rival theories are presented as they arose historically, and the reasons for the theory's survival or rejection are discussed. As a result, the reader is shown a historical perspective seldom obtainable from most general science texts.

The book outlines the experimental and logical methods of science through an examination of astronomy, chemistry, and physics. A detailed comparison is offered of conflicting theories of the solar system, heat, electric current, light, and atomic structure. The authors also provide an elementary development of the fundamentals of mechanics, heat, chemical reaction, electricity and optics—all in relation to the structure of matter.

WALTON, JOHN. *Administration and Policy-Making in Education*. Baltimore 18, Maryland: The Johns Hopkins Press. 1959. 224 pp. \$5. Beginning with the idea that educational administration is, or at least is becoming, pure administration, the author proceeds to show how educational administrators can accept this development. He then proceeds to develop his theory to show both the theoretical and practical consequence of this assumption.

The author discusses the nature and function of administration in education; the influences of the discernment of purpose on the over-all policy for education; the necessity of co-ordination for the operation of the educational organization; and the requirements of administration for structure and authority. Particularly interesting is the development of the new relationship between administration and education. This book should be of vital interest to specialists in the field and also profitable to those interested in general administrative theory.

WEATHERFORD, W. D., JR., editor. *The Goals of Higher Education*. Cambridge 38, Massachusetts: Harvard University Press, 79 Garden Street. 1960. 122 pp. \$3.50. In the challenging circumstances of today, many colleges are re-evaluating their academic aims. Designed to help particular colleges evaluate their programs, this book presents the views of major thinkers in a practical rather than a purely speculative context.

The editor's introduction places these six individual essays in the context of contemporary educational policy. The first two, by Harold Taylor and Jacob Klein, are concerned with the goals of educators. Two succeeding essays, by Richard Sullivan and Gordon Allport, are devoted to analyses of student needs and motivation. Brand Blanshard discusses the importance of value concepts in structuring education; and, in the final essay, Arthur Morgan develops the thesis that our colleges should encourage the acceptance of community responsibility by their students.

WHITTEMORE, L. B. *The Church and Secular Education*. Greenwich, Connecticut: The Seabury Press, Inc., Town Hall Annex, Havemeyer Place. 1960. 130 pp. \$3.25. Many educators and business leaders have voiced their concern about this present-day crisis in education. Now a leading Churchman and educator brings forth a new suggestion that may aid in solving the problem.

WILSON, R. E. *The Modern School Superintendent*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 250 pp. \$4.50. Present and prospective school administrators will find here a unique picture of the

superintendent's job. By-passing the conventional approach to what a school leader ought to be, the author tells what he actually does and the problems he faces, including those seldom discussed in professional literature. The author is frank in his advice to superintendents on causes of success or failure on the job; and, because skill in human relations is more important than technical knowledge, degrees, or philosophical concepts, he suggests numerous ways of dealing with the public, the board of education, and the administrative and teaching staff. In his wise and realistic advice, the author combines the varied experiences of high-school teacher, principal, superintendent, teacher of teachers, and executive in private business.

Books for Pupil-Teacher Use

Alcoa's Book of Decorations. New York 20: Golden Press, 630 Fifth Avenue. 1959. 96 pp. Describes how to make numerous decorations out of aluminum foil. Here are some basic techniques in pleating, crushing, and molding, with foil used as the material.

ALDERMAN, C. L. *The Silver Keys.* New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 319 pp. \$3.95. This book, based on one of the most fabulous stories in American history, tells of the hunt for a fleet of treasure-lade Spanish galleons sunk in Caribbean waters, and the men who sought and found it. From the Indian-threatened villages of Maine, to the perilous depths beneath the Bahama waves, to the bawdy court of Charles II, the remarkable search goes on to a thrilling climax among the white coral reefs of the Caribbean.

ALLEN, W. A. *Know Your Car.* Chicago 37: American Technical Society, 848 E. 58th Street. 1960. 160 pp. \$3.50. This book develops a thorough, working knowledge of the automobile through its activity-centered method of presentation. There are twenty-seven units in all, covering automotive operation, servicing, and maintenance. Each of these contains projects which can be effectively used to develop skills in operating tools and machines, as well as to gain further knowledge of automobile components and their servicing. Car owners and operators will find this section valuable in testing their own progress and valuable as a guide to what they personally can do in the maintenance of their automobiles.

The knowledge gained from this book can be used as a firm foundation upon which to build a career in automotive servicing. Without further training, the knowledge gained from the book enables each car-owner or operator to utilize his vehicle more efficiently and safely, and to see that proper specialized maintenance is performed. This book gives the student the basic principles which he needs, *when he needs them*. It teaches him to apply those principles to problems and to come to a logical solution.

ANDERSON, R. I., and L. J. PORTER. *130 Basic Typing Jobs.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., Educational Book Division. 1960. 64 pp. \$1.44. The contents of this book consist of materials taken from the files of a variety of businesses, plus materials that have been used in experimental typing classes. This is the first time such a collection has been brought together in one book. As soon as students have learned the major applications of typing, they will profit by completing the diversified jobs included. Students who wish to "brush up" their typing will find this book ideally suited to their needs.

BAILARD, VIRGINIA, and H. C. McKOWN. *So You Were Elected!* Second Edition. New York 36: McGraw-Hill Book Co., 330 W. 42nd Street. 1960. 272 pp. \$3.72. This book is divided into two sections. Part I deals with the hows, whys, and wherefores of leadership, stressing the duties of main officers and positions. Part II covers the organization of social events and get-togethers from the time of the first planning through the work of the clean-up committee when the event is over. After the book was written, chapters were sent to young people and to adults who worked with young people, asking for their criticisms and suggestions. Every chapter was read by at least two critics.

BAILEY, A. C. *The Hawaiian Box Mystery*. New York 18: Longmans, Green and Company, Inc., 119 West 40th Street. 1960. 220 pp. \$3.25. Kay Harmon knows she wants to work seriously and the famous botanist has asked her to study with him. Why must she assume the burden of the daughter who stays at home, when there is no reasonable need to keep her? Fretted by her mother's plans for her, because they hold her back, Kay for a long time does not make a real attempt to solve the mystery of the Hawaiian box.

Who can be tampering with the small antique, and why are they doing it? Left by the fine young missionaries who were her ancestors, surely it contains nothing of great monetary value. Scant attention is paid when Kay does uncover the strange activities of the man she distrusts. Surprisingly enough the solving of one problem helps—along with increased courage and understanding—to solve the other.

BAIN, L. B. *The Reluctant Satellites*. New York 11: The Macmillan Co., 60 Fifth Avenue. 1960. 245 pp. \$3.95. This vivid eye-witness report on conditions in Central Europe before and during the Hungarian Revolution of 1956 is a major achievement in the best tradition of American journalism. As one of the few Western newsmen in Budapest during the revolt, the author presents a re-evaluation and serious appraisal not only of political forces at work within Hungary, but also of those elements which influenced the revolution from outside the Iron Curtain, from Munich, and from the United States.

The author's conversations with Yugoslavian, Polish, Czech, and Hungarian leaders document his own observations on Central Europe. His account of the Hungarian revolt itself is a dramatic and even hair-raising one. He frequently departs from the accepted interpretations of the events and from the evaluation of the freedom fighters and the refugees which has come to be held in the United States. Throughout, he portrays the mood and dynamism of those months and their aftermath, the amoral atmosphere created by the Cold War, and the deterioration of moral concepts in both camps. This book will be of deep interest to all those concerned with the fate of the Russian satellites and of Europe itself.

BARBA, HARRY. *For the Grape Season*. New York 11: The Macmillan Company, 60 Fifth Avenue. 1960. 246 pp. \$4.50. The story is set in Vermont, where Old World people, newly arrived, meet New World people, old-time settlers. So it is when a group of Armenian migrant workers come to harvest the grapes in an otherwise self-sufficient Yankee community. The story concerns the impact their two worlds make on each other—for the older generation and the younger.

BARKER, RALPH. *The Last Blue Mountain.* Garden City, New York: Doubleday and Company, Inc. 1960. 210 pp. \$3.95. This is the true story of an ill-fated expedition to the Himalayas in 1957—of five sharply contrasted men at grips with one of the most difficult and dangerous mountains in the world, and of the violent tragedy that shattered their tiny group and ended their daring venture. A determined group of three Englishmen, an American, and a New Zealander had forged above 20,000 feet when an avalanche swept two of them hundreds of feet down into a snow basin. Miraculously, they were unhurt, but could not climb out without help. When two of their companions scaled down the ice cliff to them, all four became trapped. Then two escaped—the two originally trapped. But events were to prove they were not safe either.

BEE, CLAIR. *Chip Hilton: Triple-Threat Trouble.* New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 182 pp. \$1. Jealous rivalry rears its head, as Chip's college football teammates find intrasquad competition an even tougher problem than the actual games. The principles of good sportsmanship prevail, however; this, and the wealth of pigskin lore provided by the author make this a winning title for Chip's ardent fans. For ages 12 to 16.

BERGER, ERIC, editor. *For Boys Only.* New York 36: Scholastic Book Services, 33 West 42nd Street. 1960. 192 pp. 25¢. Yarns of adventure and mystery with shocks and laughs.

Berlitz German for Children. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 64 pp. \$2.50. This is the story of "The Three Bears and Little Red Riding Hood" in German and English with the German pronunciation given in simple phonetics. Text is on one page and a picture in color is on the opposite page.

Betty Crocker's Guide to Easy Entertaining. New York 20: Golden Press, 630 Fifth Avenue. 1959. 176 pp. This is a book about hospitality and how it can be easy and fun for the hostess as well as the guests. In it are many party recipes and anecdotes telling how the author's friends planned parties.

BEZUCHA, R. D. *Book of Scouting.* New York 20: Golden Press, 630 Fifth Avenue. 1959. 165 pp. This is the story of the Boy Scout movement in America under the leadership of James E. West who became executive secretary in 1911 and in 32 years increased its membership from 30,000 to more than 1,500,000 in 1943 when he retired. Here we read the Baden Powell story, about Cub and Boy Scouting, volunteer leaders, and the story of the program that Scouting offers. The book is illustrated throughout with pictures in color.

Other interesting and instructive books published by Golden Press include *The American Revolution* (1959, 194 pp.) adapted by Fred Cook. Here we read of the War, the first campaigns, the men and their weapons, war at sea, the darkest hour—all indeed makes the reader more appreciative of his freedom.

Walt Disney's People and Places (1959, 176 pp.) by Jane W. Watson and the staff of the Walt Disney Studio, is based on the Disney motion picture series of the same name. Here we read the interesting stories of 12 parts of the world—Lapland, Scotland, Switzerland, The Danube section of Europe, Portugal, Sardinia, Morocco, The Amazons, the country of the Navajos, Samo, Japan, and Thailand.

Wild Animals Pets (1959, 67 pp.) by Roy Pinney and *The Sea and Shore* (1959, 60 pp.) by Marion B. Carr present stories about many of the animals and fish. The books tell about how they live. These books, like all the other books, are beautifully illustrated with many pictures in full color.

BLAKELESS, JOHN. *Turncoats, Traitors, and Heroes*. Philadelphia 5: J. B. Lippincott Co., E. Washington Square. 1959. 406 pp. \$6.50. In this account of espionage in colonial America, an eminent historian and biographer turns his attention to those shadowy figures who fought the silent war. Rebels, Tories, Redcoats, and double agents are all exposed to the perceptive eye of a highly skilled observer.

There was, for example, the bland Dr. Church, Washington's Director General of Hospitals, who, while working assiduously for the Massachusetts Provincial Congress, was busily collecting highly secret data for the British in Boston. And the plot to kidnap George Washington, which failed largely because of one disreputable individual's penchant for strong drink and counterfeiting.

More than half of the author's work is based on previously untouched sources, and many fascinating and relatively unknown figures are revealed for the first time. The author has, in addition, unearthed material which sheds new light on such well-known incidents as the Nathan Hale tragedy. He closes with a beautifully ironic chapter on those spies who retired from "business" to live on in an aura of sanctity, their duplicity totally unsuspected during their lifetime.

BOWEN, JOHN. *The Center of the Green*. New York 21: McDowell, Obolensky, Inc., 219 East 61st Street. 1959. 231 pp. \$3.50. In this novel, the author writes about a family of four people, upon each of whom isolation is encroaching. Col. Justin Baker has retired to garden-tending and long solitary walks in Devonshire; the world on which he based his life and his values has collapsed, and he is virtually ignored by his wife. His wife, Teresa, still directs her formidable energies toward the two grown-up sons. One of them, Charles, lives in London, reduced by loneliness and boredom to a state of emotional paralysis which renders him unable to cope with the feelings of others. The other, Julian, a copy-writer in an advertising agency, fights off adult responsibilities by a promiscuity which feeds only itself and which eventually brings a crisis to the entire family.

BRANDIVEIN, P. F., and others. *You and Science*: New York 17: Harcourt, Brace and Company, 750 Third Avenue. 1960. 702 pp. This new edition, expanded by 76 pages, is now a textbook of 702 pages plus 16 pages of full-color charts, providing a rich, full content of relevant science. New material on measurement is introduced in Chapter 1 and an expanded treatment of "Basic Units of Measurement," is included. Chapter 9, "Our Space Frontier," has been completely rewritten to include the latest information on high altitude flights, I.G.Y., rockets and problems of rocketry, launching and tracking of satellites, and space stations. Chapter 15, "Splitting the Atom," introduces new material on detecting and controlling atomic fall-out, atomic power, and atomic fusion. Chapter 22 has been expanded to include 20 pages on simple machines, mechanical advantage, and efficiency. Chapters 28 and 30 on the sending of signals have been revised and a new chapter, "Electronic Messengers," has been added. In addition to the 160 experiments included in the text, a final section, "On Your Own," provides 29 projects in sky watching for student investigations.

Other important features are up-to-date reading lists, the expanded program of student activities, and the increased science vocabulary in the text and in the glossary.

Facts are used as the means to understanding, not as an end in themselves. Essential facts are used to formulate concepts which are then used to develop conceptual schemes. Simple concepts are the first to be formulated and they are the basis for developing the more advanced. Thus students are given an opportunity to grow in their knowledge of and ability to use simpler science concepts before encountering the more difficult. This technique as developed from the individual teaching sections to the larger chapter ideas to the major unit theme insures more lasting learning.

Each chapter is divided into convenient assignment sections. Each assignment can be read in approximately 30 minutes allowing time for note-taking or outlining. These 120 study assignments provide an organization allowing time for reading, doing activities or projects, and evaluation—which is ideally suited to the school year.

The book makes available a variety of activities for an enriched course in science. The experience approach is definitely stressed as indicated by the: 160 experiments "built into" the reading text; 103 chapter-end activities; and 45 activities for further investigation in the "Hobby" and "On Your Own" sections.

A well-planned student workbook, *Experiences in Science*, third edition, of 228 pages, provides for extension and enrichment of concepts. Two time-saving booklets of *Teaching Tests* (Forms A and B, of 96 pages each, 8½"x11" format) with chapter and unit tests plus four tests on interpretation are useful in assessing developing abilities in science.

A *Teachers Manual and Resource Guide* of 224 pages provides many classroom tested teaching suggestions, ideas for additional activities and projects, and lists of audio-visual aids, and reference and enrichment materials for each lesson section in the textbook. A set of 8 filmstrips in full color, one for each unit of the textbook is included. The filmstrips are accompanied by a booklet of *Teacher's Lesson Plans*.

Basic philosophy for dealing with slow, average, and rapid learners is developed throughout the *Teacher's Manual*; detailed suggestions for each chapter show how to adapt materials, activities, and student investigation to each of these groups. The varied activity program in the book is especially helpful in the adaption of this text to various curriculums and to a wide variety of student needs and abilities.

BRAYMER, MARJORIE. *The Walls of Windy Troy*. New York 17: Harcourt, Brace and Company, 750 Third Avenue. 1960. 180 pp. \$3.50. Here, for the first time, is a biography written especially for young people of the controversial nineteenth century figure who was renowned as an astute and highly successful businessman, but whose claim to permanent fame is that he not only proved the ancient city of Troy had really existed, but also discovered its actual site.

BRESLIN, HOWARD. *A Hundred Hills*. New York 16: Thomas Y. Crowell Company, 432 Fourth Avenue. 1960. 312 pp. This is a romantic novel about the siege of Vicksburg, the Gibraltar of the Confederacy. It is both an exciting love story and a dramatic portrayal of a crucial turning point in the war itself.

Alex Kittering, the lovely daughter of the town's wealthiest mercantile family, at first views the war with the patriotic fervor of a true daughter of the South. And her betrothal to Bryce Furlong, a planter aristocrat turned cavalry officer, follows logically in the tempo of wartime. Tempe Dixon, a young sharpshooter, who fights for the South on principle but finds war a bloody, bitter business, is Bryce's rival and enemy even before he entertains any hope of winning Alex.

BRONTE, CHARLOTTE. *Jane Eyre*. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 469 pp. 50¢. The heroine is a governess, an orphan, penniless and plain but full of courage and spirit. The hero is a brooding, melancholy figure, a stranger given to rough outbursts of temper. They are the central characters in this book—a stormy, intense, and introspective novel which probed the psychology of passion and revolutionized the scope of romantic fiction.

BROWN, J. A., B. L. GORDEY, DOROTHY SWARD, and J. R. MAYOR. *Mathematics, First Course*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Educational Book Division. 1960. 377 pp. \$3.40. This first course stresses the meaning and structure of mathematics. It begins by introducing the student to number systems other than our own to stimulate greater interest and provide better understanding. Following this introduction, the student studies the processes of addition, subtraction, multiplication, and division. These are studied for meaning, using various kinds of numbers. Emphasis is placed on the commutative, distributive, and associative properties. The book has been prepared as a basic text for the seventh-grade course in mathematics (the first book in a two-book series). Some of its features are: the modern approach to junior high-school mathematics; it opens with *new* material, not just a review of subjects already covered; the student is introduced to number systems other than our own; addition, subtraction, multiplication, and division are studied for meaning, using various kinds of numbers; emphasis is placed on the commutative, associative, and distributive properties; cumulative tests and quick quizzes are found throughout the text; the more difficult problems are marked; the inductive teaching approach is employed; oral exercises are included; contains abundant exercises for the application and maintenance of skills; functional use is made through experimentation in problem solving and in application; it teaches for improvement of understanding and refinement of skills; and at the end of the chapters there is review and test material.

The appendix includes enrichment material as well as a course of exercise for those needing extra work. Over 4,000 exercises and many line drawings and graphs are used. All exercises are introduced with one or more examples and color is used to emphasize important prints. A *Teacher's Manual and Key* is available.

BROWN, J. A., B. L. GORDEY, DOROTHY SWARD, and J. R. MAYOR. *Mathematics, Second Course*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Educational Book Division. 1960. 335 pp. \$3.64. This second course is a modern text both in its selection of topics and in the methods employed to teach them. Developing the basic ideas and operation of arithmetic, it also places emphasis on decimal and non-decimal numeration, algebra, formulas, coordinate geometry, and probability. The book is a basic text for the eighth-grade mathematics courses (the second book in a two-book series). It features include emphasis on modern viewpoints; stress on the meaning and structure of mathematics; provides work in number systems with bases other than ten; places emphasis on fundamental operations; introduces numbers in polynomial

form; gives work utilizing symbols; provides a thorough introduction to algebra; includes a liberal amount of geometry; offers a number of oral exercises; develops formulas and stresses their application; introduces sets in conjunction with coordinate geometry; difficult problems are marked; there is an extensive introduction to probability; and improvement of understanding is stressed.

There are over 5,000 exercises, additional material for enrichment in the appendix, a comprehensive and thorough testing program, color to point up important material, many line drawings and graphs, a flexible organization, review material, and a *Teacher's Manual and Key*.

BURTON, MAURICE. *Curiosities of Animal Life*. New York 16: Sterling Publishing Company, Inc., 419 Fourth Avenue. 1959. 128 pp. \$3.95. Each bit of information presented is related to other unusual facts and to the whole field of natural history so that readers do not get just a miscellany of "believe it or not" facts, but a thorough understanding of animals. Accompanying the text are 105 black-and-white and 16 full-color photographs plus wash drawings by Anne Marie Jauss. Dr. Burton relates anecdote after anecdote in a fashion that will thrill readers whether or not they think they are interested in animals. Did you know that a cuckoo from Africa migrates to England to breed, and the young birds return to Africa, a land they have never seen?

Byzantine Mosaics. Volume XIII in the UNESCO World Art Series. Greenwich, Connecticut: New York Graphic Society, 95 East Putnam Avenue. 1960. \$18. This is a new volume in the beautiful UNESCO World Art Series, containing a selection of rare and lovely works of mosaic art from medieval Greece, reproduced in full color for the first time in book form. The book contains 26 pages of text by Andre Grabar and Manolis Chatzidakis and 32 full-page, full-color plates, 4 black and white illustrations. Page size 13 $\frac{3}{4}$ " x 18 $\frac{3}{4}$ ".

Of the great wealth of mosaics which decorated the walls of churches and public buildings of the Byzantine Empire, little has been preserved. To the normal hazards of time and nature were added chaotic centuries of war and a long period of rule by Muslim conquerors who systematically destroyed or covered images because of their own religious beliefs. The reawakened interest in the art of the middle ages has in recent years led to a gradual recovery and restoration of those few examples of the art form which have miraculously survived.

Some of the most beautiful of these marvelous works are to be found in Greece, many of them ranking in design and execution with the finest mosaic art of Ravenna or Byzantium herself. The mosaics reproduced in this volume were created over a period ranging from the fifth to the fourteenth centuries, their varying styles reflecting the whole long history of Byzantine art. Some of the works are from Thessalonika, the second city of the Empire; others, from the best-known and preserved of the churches at Daphni; still others, little known to the art world before this publication because of their inaccessibility, were photographed in Chios and the monastery of Hosios Loukas. In spite of the isolated situation of the latter, none are the handiwork of local craftsmen. All are representative of the full splendor of the Byzantine tradition and were undoubtedly created by artists trained in the metropolitan centers of the Empire.

Mosaic art, with its magnificent coloring, strong stylistic design, and intricate craftsmanship, has had a surprising revival in the contemporary world of art. For the appreciative audience which has enjoyed its previous books on this beautiful art form, **RAVENNA MOSAICS** and **MOSAICS OF ST. MARK'S**, New York Graphic Society is proud to present **GREECE, Byzantine Mosaics**,

as well as the next volume in the UNESCO Series, ISRAEL, *Ancient Mosaics*, which will follow shortly.

CAMPBELL, BRUCE. *Ken Holt: The Mystery of Gallows Cliff*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 184 pp. \$1. For the Thrills of espionage and smuggling, young readers will follow Ken Holt on a visit to an archaeological digging in Gallows Cliff, Arizona. Here Ken becomes involved in mysterious operations which are detrimental to government security, and which bring the United States into an unpleasant international situation. For ages 11 to 15.

CATTON, BRUCE. *Grant Moves South*. Boston 6: Little, Brown and Company, 34 Beacon Street. 1960. 576 pp. \$6.50. Among the many generals created by the North in the early summer of 1861 was one named Ulysses S. Grant. Some of the other generals were more dashing, some were more learned, but none was a better fighter. Grant it was who in the next two years would move slowly, relentlessly down the Mississippi River, the very lifeline of the South, and would not stop until he has severed its entire length from the domain of his enemy. In this book, the author gives a dramatic and kaleidoscopic account of these years, during which Grant moved not only against Confederate armies, but also against obstacles and frustrations imposed by his own superiors.

The author begins with Grant's first real Civil War assignment (He had left the Army in disgrace seven years before): the command of the 21st Illinois Volunteers. He shows how Grant's simple, forceful manner made an orderly regiment out of a group of recalcitrant farmboys. During the subsequent moves—to Cairo, to Belmont, Missouri, and finally to the first major engagements at Fort Henry and Fort Donelson in Kentucky—this West Point officer grew ever more adept at training and leading his increasing forces of Volunteers, until they became "one of the great armies of American history—the informal, individualistic, occasionally unmanageable, but finally victorious Army of the Tennessee."

CLARK, VAN. *Pettie the Packrat and Other Desert Stories*. Caldwell, Idaho: The Caxton Printers, Ltd. 1960. 108 pp. \$5. In this charming and imaginative collection of stories, all the characters are native Southwesterners. Pack rats, kangaroo rats, eagles, hawks, sparrows, and centipedes are just a few of the desert inhabitants whose lives are muddled with problems which must be solved. There are many beautiful illustrations done in full color by the noted Navajo artist, Andy Tsinajinie. The drawings are authentic examples of the fine detail which is characteristic of modern Indian art.

CLEAVES, FREEMAN. *Meade of Gettysburg*. Norman, Oklahoma: University of Oklahoma Press. 1960. 396 pp. \$5. General George Gordon Meade is best known to history as the commander of the victorious Army of the Potomac at Gettysburg, the greatest battle of the Civil War. In his own lifetime, meager credit was allotted him for his achievement at Gettysburg, for his long pursuit of General Robert E. Lee into Virginia, and for the furious marches his men were forced into both before and after Gettysburg, until, finally, in the vicinity of Appomattox Courthouse, he again held the upper hand. And since his death in 1872, frequent criticism has been meted out to him for not following up the victory his troops accomplished.

In this account of the man and his achievements, the author has attempted to sift the truth from War Office archives and records, from private and public documents, to assess fairly the value of his services.

The fourth-ranking officer in the Federal Army at the end of the Civil War, Meade was one of that small corps of professional soldiers who ably conducted campaigns both North and South. A graduate of the U.S. Military Academy at West Point, he was a member of the far-famed Army Topographical Engineers, and served under General Taylor in the Mexican War. Plain-spoken, restless, and impatient, he was a familiar figure close to the front in many major Civil War battles, where his sound generalship won the respect of his troops and fellow officers, though Grant later, almost incomprehensibly, gave preferment to Sheridan.

Here, then, is not only a picture of the man in full round, but also a stimulating account of the strategies behind the important Civil War battles in which Meade distinguished himself: the Second Battle of Bull Run, Antietam, Fredericksburg, Chancellorsville, Gettysburg, and the Wilderness Campaign.

CLEMENTS, FRANK. *Kariba: The Struggle with the River God*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 223 pp. \$3.95. Beyond its significance as an enormous technological achievement, the construction of the Kariba Dam embodied the unique triumph of engineering skill, backed by courage and endurance, over primitive superstition and the dark power of the River God. For millions of Africans the project implied defiance of the ancient and terrible god Nyaminyami, and their fear of divine displeasure was sustained by floods of extraordinary force, which attacked the works in two successive years. Among difficulties so astounding and unforeseeable, the sense of struggle with a supernatural force spread from the native workers to the hardheaded engineers from a half-dozen European countries. Even now, with the river blocked and a man-made lake flooding some 2,000 square miles, there is little certainty among the men who were involved that Nyaminyami has been finally defeated.

COLE, WILLIAM. *Poems of Magic and Spells*. Cleveland 2 Ohio: The World Publishing Company, 2231 West 110th Street. 1960. 224 pp. \$3.95. "Of course, all good poetry is magical and all good poetry casts its spell," William Cole writes in his introduction to this anthology. Leprechauns, mermaids, elves, sorcerers, goblins, and witches are the magic-makers in this lively collection. Here are some familiar figures—William Allingham's fairies, W. S. Gilbert's John Wellington Wells (dealer in magic and spells), and Shakespeare's witches—as well as many that are not so well known. Strange people, and happenings that cannot be explained by everyday logic are here, too.

COLLIER, RICHARD. *The City That Would Not Die*. New York 10: E. P. Dutton and Company, 300 Park Ave. South. 1959. 280 pp. \$4.50. The night of May 10, 1941, began like any other night. London had endured many months of siege. Bombers and night-time raids were common, almost nightly, occurrences. There was nothing to set this apart as the night on which the German Luftwaffe would launch its all-out attack on a London already weakened by months of struggle to survive the Blitz. Determined to bring the capital to its knees once and for all, the Germans poured everything they had on the city. In twelve fateful hours, 1,436 people were killed, 1,800 seriously injured, 2,200 fires started; yet, somehow, London managed to withstand the terrible onslaught. On the morning of May 11th, the last wave of bombers returned to Germany leaving behind them a city of smoldering ruins, but one still standing as a triumphant symbol for the rest of the free world.

Here is the taut, minute-by-minute account of that night of hell. It is the story of Churchill and Hitler, of German and RAF pilots, but, most of all, it is the story of the heroism displayed by countless ordinary Englishmen and women struggling to stay alive against seemingly hopeless odds.

COLVER, ANNE. *Secret Castle*. New York 22: Alfred A. Knopf, Inc., 501 Madison Avenue. 1960. 123 pp. \$2.50. "Best bosom friends" Molly-O and Pip are off to the Thousand Islands on a wonderful summer visit. Their first big surprise comes when the mist lifts and they see a deserted Castle out of the bedroom window. When it turns out to be a real Castle and not a dream, a good deal of excitement and intrigue develops. This story is set against an authentic background of the Thousand Islands and the famous landmark—Boldt Castle.

COOMBS, CHARLES. *Gateway to Space*. New York 16: William Morrow and Company, Inc., 425 Park Avenue South. 1960. 256 pp. \$3.95. The author surveys both the specific operations at Cape Canaveral and the general history of rockets and missiles. The major break-through has already occurred; artificial satellites, such as the Sputnik, the Explorer, and the Pioneer, have been flung far out into space. The X-15, which will carry the first human being into true space, is in the final testing stage, and the astronauts have been selected for Project Mercury, which will put a manned capsule into orbit around the earth. In the future, the author tells us, interplanetary travel will become a reality, and it is no longer ridiculous to dream that man will set his feet on the most distant stars.

COOMBS, CHARLES. *Young Readers Circus Mystery*. New York 10: Grosset and Dunlap, Inc. 1107 Broadway. 1960. 192 pp. \$1. When Jeff Colby and Karen Rinaldi, children of circus performers, find themselves involved with mysterious accidents and the theft of money, they form an able team of young detectives. A story of life under the Big Top, ever fascinating to young readers. For ages 7 to 12.

COOMBS, CHARLES. *Young Readers Ranch Mystery*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 189 pp. \$1. The offspring of established ranch-owners, Ned Bryant and Julie Nelson, search for cattle that has been disappearing mysteriously, causing their fathers a great deal of financial worry. This is a mystery story with a western setting.

CORBIN, R. K.; MARGUERITE BLOUGH; and HOWARD VANDER BEEK. *Guide to Modern English*. Chicago 11: Scott, Foresman and Company, 433 East Erie Street. 1960. Grade 9, 484 pp. \$3.48; Grade 10, 556 pp. \$3.56. Discussion in these two books for grades 9 and 10 is planned to begin where students are—with their problems in writing or speaking, their attitudes and questions about grammar or spelling or punctuation. It gives students abundant help with every step involved in writing a paragraph or a composition—from choosing a topic to revising a paper. And each book makes a fresh approach to ideas that need to be reviewed and build on year by year. Each gives students clear, sensible explanations of grammatical concepts and shows them how to put these concepts to work to make their written and spoken English more effective. The explanations of appositives, participles, gerunds, or adjective clauses are paralleled by suggestions for how to use them to improve sentences.

Each describes the trademarks of standard and nonstandard English, and helps students learn to choose standard forms for the English they use every day. A brief "Index of Usage" in Book 10 provides help that students can use independently in solving specific usage problems. Each chapter is a self-contained unit that can be used when it fits best into the teaching plan for the

English course. In "A Word to Teachers" at the end of each book are suggestions for using the books with classes of differing needs and abilities. The picture stories with full-color photographs appeal to students' imaginations; lively illustrations add spice to the pages and often help students remember how a language rule works.

CULP, J. H. *The Men of Gonzales*. New York 16: William Sloane Associates, Inc., 425 Fourth Avenue. 1960. 244 pp. \$3.50. This is a piece of Americana that celebrates in fictional form the heroism of the famous Thirty-two—that small band of determined men from the little town of Gonzales who alone, out of all Texas, rode to the relief of the Alamo. The narrator of this stirring story, Juan White, is a young boy caught up in the flow of history. Juan is the son of a "Yankee" ranchero and his part-Mexican wife. His home laid waste by Santa Anna's men at the onset of the siege and his father seriously wounded, Juan, together with his parents, joins the refugees that choke the normally quiet town of Gonzales. It is a proud town, for there the first shot was fired against Mexico in the Texas War for Independence. And it is there that each man must make a vital decision—whether or not to join the 150 or so men already in the Alamo. Days pass and with them all hope of real support. Finally, left only to themselves, thirty-two men set out from Gonzales, with Juan's father as their guide.

CUNLIFFE, MARCUS. *George Washington, Man and Monument*. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 192 pp. 50¢. The author uncovers the real Washington, as an unpolished landowner, unhappy soldier, bewildered general, husband, and as the leading figure of the American Revolution.

DANIELSSON, BENGT. *Terry in the South Seas*. Chicago 10: The Reilly and Lee Co., 325 West Huron Street. 1959. 215 pp. \$3. These are the adventures of a doctor and his family who set out on a year's visit to a group of islands in the South Pacific. The boy, Terry Benson, and his sister Elizabeth, have a succession of thrilling adventures which begin almost as soon as they leave Marseilles on the voyage to the islands. They fall in with treasure-hunters, they watch Polynesian feasts, they sail in a copra schooner, they have a fight with a shark, they ride on turtles and dive for shell, and they sail on a raft and are shipwrecked on a coral island from which they are eventually rescued.

DAVIES, HOWELL, editor. *South American Handbook: 1960*. 36th annual edition. New York 52: The H. W. Wilson Company, 950 University Avenue. 1960. 954 pp. \$3. The increased interest in South and Central America for business, travel, education, or adventure makes this more useful than ever before. This 1960 edition, gives businessmen, tourists, educators, and armchair travelers all the information they could possibly want. It includes eight maps in color and 36 in black and white keyed to the text. A 14-page index locates any desired information.

There are detailed surveys of all the countries of South America, as well as constantly revised sections on Central America, Mexico, and Cuba. A 19-page general introduction gives the reader valuable hints and data on the peoples of Latin America, seasons for visits, travel in South America, hygiene and health, suitable clothing, employment in South America, and Spanish and Portuguese terms.

Histories of each country and the larger cities are included as well as sections and data on industries, economy, churches, hotels, parks, food and drink, banks, night clubs, culture and entertainment, sports, education, etc. Information for

visitors include air services, health, cost of living, flora and fauna, public holidays, and where to get local information.

DAY, A. G. *Hawaii Fiftieth Star*. New York 16: Duell, Sloan and Pearce, Inc., 124 E. 30th Street. 1960. 208 pp. \$3.95. This is a history of the new state designed for junior readers. It tells the fascinating story of how this group of tropical islands—which Mark Twain called “the loveliest fleet of islands that lies anchored in any ocean”—progressed from the rule of its warrior kings to statehood. Under the inspiration of American ideals, Hawaii now stands as the lighthouse of American freedom in the middle of the Pacific.

DeLEEuw, ADELE AND CATEAU. *Love Is the Beginning*. Cleveland 2: The World Publishing Company, 2231 W. 110th St. 1960. 219 pp. \$3. When Stephen McNeil purchased the *Blairsville Bugle*, Chris knew she should be happy that her father's dream of owning his own paper had finally become a reality. But instead, she felt a bitter resentment that the financing of the paper would require her to give up her eagerly awaited first year at Biddle College and move to Blairsville. Fearful of losing Peter, a handsome college junior, and hating the dull small town, Chris tried to shut Blairsville and the paper out of her life. But when an emergency arose, Chris found herself deeply involved not only in the *Bugle*, but in the community as well. It was then that she discovered that she had almost missed an important opportunity.

DICKENS, CHARLES. *A Tale of Two Cities*. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 384 pp. 50¢. The famous story by Dickens with an afterword by Joseph Mersand.

DORSON, R. M. *American Folklore*. Chicago 37: The University of Chicago Press, 5750 Ellis Avenue. 1959. 340 pp. \$4.50. The author describes the folk cultures of five specialized regions—German Pennsylvania, the Ozarks, Spanish New Mexico, Mormon Utah, and the Maine Coast Yankees—and discusses the contributions of immigrant folk traditions to American folklore. The story and song of Negro American folklore is treated in one section, with emphasis on its underlying unity. Another section is devoted to a gallery of folk heroes, from backwoodsmen to modern demigods. The way in which oral traditions start their rounds is readily understood when we read the familiar examples of modern folklore—stories told by servicemen, college students, and city dwellers.

DURANT, JOHN. *The Heavyweight Champions*. New York 22: Hastings House, Publishers, Inc., 151 East 50th Street. 1960. 150 pp. \$3.75. An expert on boxing of long standing, the author presents here the whole history of boxing in general and the individual heavyweight champions in particular. He tells about the fascinating bare-knuckle fighters and especially their last historic bout. Then he goes on to follow the history of the sport in England and America, and to show how each prominent boxer made his start and earned his fame.

EGGENBERGER, DAVID. *Flags of the U.S.A.* New York 16: Thomas Y. Crowell Company, 432 Fourth Avenue. 1959. 212 pp. \$4.50. On July 4, 1959, a forty-ninth star was added to the American flag—the star of Alaska—and on July 4, 1960, the flag will bear a fiftieth star to symbolize Hawaii's official entry as a state. But what of the beginnings of Old Glory? What flags contributed to its design? When did the present arrangement of the Stars and Stripes become official? And when was it first used for the U.S. Army and by the U.S. Navy?

This book answers these questions. It tells about the flag Columbus carried, about the time Endicott cut the cross out of the British flag with his sword, about why the official Confederate Banner was a failure as a battle flag. It reveals the facts in the Betsy Ross legend, the story of the first time an American flag was raised on foreign soil, and the history of Colonial banners. It describes the tattered old flag found in a house on Long Island, said by some to be the first Stars and Stripes.

ELLSBERG, EDWARD. *The Far Shore*. New York 16: Dodd, Mead and Company, 432 Fourth Avenue. 1960. 391 pp. \$4.95. The great climax to the story is the Channel crossing on D-Day, with its tragic mistakes, its unparalleled heroism, its heart-breaking near defeat by the sudden storm and the ultimate landing and defeat of the Nazi defenders. In all these herculean adventures, the reader is carried from crisis to crisis in the action by a writer who describes what he saw and felt at the moment it was taking place. Here is one of the most thrilling and dramatic military achievements of all times.

EMERY, ANNE. *Going Steady*. New York 36: Teen Age Book Club, 33 West 42nd Street. 1960. 256 pp. 35¢. A Teen Age paper-back. Also available from the same source is *Come Be My Love* (256 pp. 35¢) by L. R. Davis.

EPSTEIN, EDNA. *The First Book of the United Nations*. New York 22: Franklin Watts, Inc., 575 Lexington Avenue. 1959. 89 pp. \$1.95. This book explains this complex international organization. Illustrated with photographs, it tells the story of the United Nations clearly and simply for everyone to understand.

EYCK, F. G. *The Benelux Countries*. Princeton, N.J.: D. Van Nostrand Company, Inc., 120 Alexander Street. 1959. 192 pp. \$1.25. This compact history traces the political, social, and economic history of Belgium, the Netherlands, and Luxembourg as their fortunes have intertwined from Roman times to this day. The author analyzes the Low Countries—traditionally a battleground for European powers and today the fourth largest trade unit in the world—not only as they interact with one another, but also within the larger framework of European history and current events. Throughout, he explores whether the Low Countries are and have been a natural geographic, historic, and economic unit—artificially kept apart—or whether they are three separate national entities with as many divergences as similarities.

FADIMAN, CLIFTON. *The Lifetime Reading Plan*. Cleveland 2, Ohio: The World Publishing Company, 2231 West 110th Street. 1960. 320 pp. \$3.75. The books discussed here are intended to be an important part of your whole life—no matter what your present age may be—and they may take fifty years to read, or a much shorter time. They are a source of continuous internal growth, and the essential thing is that you read them.

The aim of this plan is simple. It is designed to lead you slowly, gradually, under no compulsion, to read the works of the greatest writers of our Western tradition, and to understand what these writers have thought, felt, and imagined. And having shared their thoughts, you will know where the ideas by which you live come from, and will understand better something of your position in time and space.

FAIRLEY, T. C. *Sverdrup's Arctic Adventures*. New York 18: Longmans, Green and Company, Inc., 119 West 40th Street. 1959. 317 pp. \$6. Sixty years ago a Norwegian mariner, Otto Sverdrup, fitted out Nansen's famous iceship *Fram* and with a band of tough companions spent four unbroken years (1898-1902) exploring and charting an uninhabited area of some 100,000 square miles among the Canadian islands. During that long period, the party saw no other

men (save for brief meetings with the American explorer Peary and a few Eskimos during the first winter). They faced grim peril from ice and storm and food shortage, and two of them died. After their return to Norway, Sverdrup wrote a classic account of his discoveries, *New Land*, an English translation of which was published by Longmans in 1904. Sverdrup claimed his "new land" for Norway, but Canada disputed the claim and the ownership of the Sverdrup Islands (as they are still called) remained in doubt until Sverdrup himself forced a settlement, just before he died in 1930; Canada purchased from him all the maps and logs of his great expedition and, in return, Norway formally withdrew her claim.

FENNER, P. R., compiler. *The Price of Liberty: Stories of the American Revolution*. New York 16: William Morrow and Company, Inc., 425 Park Avenue South. 1960. 191 pp. \$3. This book contains a collection of stories about the Revolutionary War, and the selections point up the many facets of that struggle. There are the two young Scottish brothers who are forced by their different ideas of duty to fight against each other in the war. There is the Tory who makes a daring attempt to escape from his prison, and the rifleman whose escape from the British is equally ingenious. There are battles on land and on sea, seen through the eyes of the simple people who had to fight and die in them. Walter Edmonds, Howard Pyle, and Stephen Vincent Benet are a few of the authors included in this collection of stories of the "times that try men's souls."

FINE, BENJAMIN. *How To Be Accepted by the College of Your Choice*. Great Neck, New York: Channel Press, Inc., 159 Northern Blvd. 1960. 303 pp. \$4.95. This is a book recommended by guidance counselors, college admissions officers, and an army of grateful parents and students. The author wrote this book with the assistance of over a thousand college admissions officers. It is planned to prevent the heartbreak, the waste, the hysteria, and the confusion that have made admission to college an overwhelming problem for students, their parents, and the educational system.

Four Novels for Adventure. New York 17: Harcourt, Brace and Co., 750 Third Avenue. 1960. 683 pp. This book is composed of four novels—*Kidnapped* by Robert Louis Stevenson, *Les Misérables* by Victor Hugo, *Messer Marco Polo* by Donn Byrne, and *Green Mansions* by W. H. Hudson. Each are unabridged except *Les Misérables*. Each, in addition to the story, contains an afterword and study questions, while only *Kidnapped* has a glossary. The Prefaces and Afterwords are by Edmund Fuller and the study questions by Olga Achtenhagen.

FRANK, ROBERT. *The Americans*. New York 3: Grove Press, Inc., 64 University Place, 1959. Unpaged. \$7.50. In this volume of 83 photographs, the author portrays the America of cowboys and politicians; of grocery shops, funeral parlors, and Fourth of July jamborees; of picnics, newsstands, jam sessions, and drive-in movies. Here is the face of America illuminated by an unusual talent.

Called by some the "graphic spokesman of the Beat Generation," and considered one of the most distinguished younger members of the new school of art photography, the author has had his work shown at the Museum of Modern Art in New York in the internationally acclaimed "The Family of Man" and the "Postwar European Photography" exhibits. More recently, he did the photography for a half-hour film, "Pull My Daisy," co-produced by him with painter Alfred Leslie, and narrated by Jack Kerouac.

FREEMAN, A. A. *Abraham Lincoln Goes to New York*. New York 16: Coward-McCann, Inc., 210 Madison Avenue. 1960. 160 pp. \$3.95. "Old fellow, you won't do. It's all very well for the Wild West, but this will never go down in New York." That was the reaction of a literary critic of the time—and of almost every other New Yorker in the audience—as a tall, gaunt and awkward man began his address in Cooper Union's Great Hall. For the "pick and flower of New York culture" had gathered that February night in 1860 to look over the obscure western politician who might be able to unite East and West for the Republican party.

But by the time Abraham Lincoln's now-famous speech was drawing to a close, audience apathy had changed to enthusiastic cheering, and "the prairie orator" had won the support that would bring him the Republican nomination. This dramatic reconstruction of three crucial days in Lincoln's life just before national fame was bestowed on him is an account of hitherto little-known and fascinating episode in the Lincoln story.

FREMANTLE, ANNE, editor. *A Treasury of Early Christianity*. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 512 pp. 75c. This paper-back presents a rich and representative cross-section of writings which are the common heritage and inspiration of the whole Western world. These letters, essays, poems, meditations, creeds, and counsel of the Church Fathers are the fountainhead of our moral concepts and our literature today.

FRIEDENTHAL, RICHARD. *Leonardo*. New York 16: Studio Publications, Inc., 432 Fourth Avenue. 1959. 144 pp. Painter, sculptor, architect, musician, engineer, scientist—these are the accomplishments not of six ordinary men but of one man of genius: Leonardo da Vinci. As an artist, he inherited the excellencies of the past and perfected them. His scientific work was no less extraordinary. The forerunner of Galileo, Bacon, Newton, Harvey and James Watt, Leonardo foretold what each would one day discover.

But what manner of man was this Leonardo, what of his appearance, character, his personal reactions to the troubled and often violent age in which he lived? For this "pictorial biography" the author brought to his extensive research something of the passionate curiosity of Leonardo himself. The result is a concise account of all aspects of the life and work of da Vinci, and the skilfully chosen illustrations are a perfect complement to the absorbing text.

FRIES, A. C., and L. C. NANASSY. *Business Timed Writings*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1960. 64 pp. \$1.32. Each timing contains interesting and useful information for building business competencies or developing personality. All the timings have been classroom tested. The two figures following the title of each timing represent the *stroke intensity* and the *syllabic intensity*. Within each of the three parts, timings are arranged by stroke intensity. If two timings have the same stroke intensity, they are arranged by syllabic intensity. The words used are based on a general business vocabulary. All areas of business training are covered.

All material can be used for timings of any length, as the column headed "Words" indicates the total cumulative words in a line. In addition, short timings are word-counted for 3 and 5 minutes. One-page timings are also counted for 5 and 10 minutes. Two-page timings are also counted for 10 minutes and for words in each paragraph.

FURMAN, A. L., editor. *Teen-Age Frontier Stories*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 156 pp. \$1.50. As the brave settlers of our great country struggled for liberty against their oppressors and

steadily pushed their way westward through the uncharted wilderness inhabited by wild animals and resentful Indians, their lives were filled with high adventure and thrilling experiences. In this volume of heroic stories, some of those exciting times are sharply portrayed against the background of the advancing frontier, and the young reader learns of the dangers and difficulties that beset his forebears who fought to free and build America.

FURNEAUX, RUPERT. *The Breakfast War*. New York 16: Thomas Y. Crowell Company, 432 Fourth Avenue. 1960. 240 pp. \$4.50. This is the story of Plevna—a little Bulgarian town of no conceivable consequence in itself, which, for a brief moment in history, caught the imagination of newspaper readers throughout the civilized world. This is the story of the intrepid corps of international war correspondents who galloped to the sound of guns, reporting, over crackling wires, this antique but terrible war to millions in every city of the civilized world.

GARBER, L. O. *The Yearbook of School Law 1960*. Danville, Illinois: The Interstate. 1960. 184 pp. \$3. The eleventh in this series of Yearbooks of School Law, this 1960 edition, proves again its value by presenting the most important court decisions of the past year dealing with schools and school districts. The editor has selected specific cases of importance and value to all school people, in particular to school administrators and school board members. He analyzes these cases authoritatively and makes the "law language" understandable to a layman.

Among the significant cases decided during the past year are: court overthrows immunity doctrine, use of school district funds in joint attack with city on juvenile delinquency, authority of the board over active funds, legality of a board's actions taken on the advice of its attorney, *de facto* racial segregation, and may maternity leaves be compounded. Added features include, schoolman's Federal income tax return, excludable sick pay, ordinary and necessary business expenses, fellowships and grants, convention expenses, other deductible miscellaneous professional expenses. The importance of this timely analysis of the above topics is self-explanatory—the author gives legal answers to a question asked often by school people: "May I or may I not deduct this item from my expenses?"

GARST, SHANNON. *Cowboy-Artist: Charles M. Russell*. New York 18: Julian Messner, Inc., 8 West 40th Street. 1960. 192 pp. \$2.95. This is a biography of the cowboy-artist who preserved the Wild West in paintings and sculpture that will live forever. He sketched what he saw, without romanticism. He painted gaunt, sore-backed horses, starving cattle, scurvy dogs. He painted storms and sunsets and scorched sagebrush. Most marvelously, he painted people—mountain men, fur traders, Indians, cowpokes. His friend Will Rogers wrote, "He is the only painter of western pictures in the world that cowpunchers can't criticize. Every little piece of leather and rope is just where it should be." Riding herd, living among Indians, Charlie Russell drew inspiration from danger, always racing time, for a gaudy era was ending and his life's obsession was to capture it on canvas and record it in bronze.

GARST, SHANNON. *Tall in the Saddle*. New York 22: Hastings House, Publishers, Inc., 151 East 50th Street. 1960. 160 pp. \$3. The setting is a working ranch in Wyoming where a family of boys and girls help with the job of raising horses and steers. Across the road, there is another family with young folks equally serious about their ranch and proud of the animals raised there. The story concerns the work they do, the problems they have, and the excitement that seems to go naturally with western existence.

GATH, ELLEN and ATTILIO. *The New Africa*. New York 17: Charles Scribner's Sons, 597 Fifth Avenue. 1960. 223 pp. \$3.95. This is the story of Africa's awakening, of new nations and federations formed almost overnight. The events discussed here will be a basis for more changes that may take place within the next few years. One watches the new Africa with sympathetic understanding and knows that the evolving governments may take many forms, and that each new country in Africa has to find its own way.

GEMMILL, HENRY, and BERNARD KILGORE. *Do You Belong in Journalism?* New York 1: Appleton-Century-Crofts, Inc., 35 West 32nd Street. 1959. 104 pp. \$3. The authors wrote over a hundred leading newspaper editors across the country for the counsel they would give an interested young man or woman who came to interview them personally. Included in this book are eighteen of the answering essays, selected to give a wide range of firsthand, down-to-earth suggestions. Each of the writers is among the very best in his field, whether head of a large press association, editor of a big city daily, or publisher of a country weekly. Their opinions are not unanimous, of course, for their experiences and observations of the field today differ, but for the youth considering journalism as a career, this book contains a wealth of helpful material and carefully considered advice which will help him decide for himself whether or not he belongs in newspaper work. In addition to a picture of each of the contributors, taken in action by a staff photographer, there is a fascinating supplement of illustrations showing every phase of newspaper work.

GIACHINO, J. W., and H. J. BEUKEMA. *American Technical Society's Drafting*, second edition. Chicago 37: American Technical Society, 848 East Fifty-Eighth Street. 1960. 288 pp. \$4.75. This book combines the best principles of teaching with an acute awareness of industry's requirements. Premised on the belief that drafting is the universal medium of communication which makes possible the production of all goods, the book is designed to provide an organized plan of instruction for acquiring the essential elements of drafting. Explanations of drafting fundamentals have been kept as simple and brief as possible without unnecessarily sacrificing essential content. Every effort has been made to interpret drafting principles according to the current practices used in industry.

This second edition features more extensive treatment of geometric construction, separate units with more detailed information on auxiliary and sectional views and a section on shading added to the unit on pictorial drawing. The unit on schematic drawing has been revised and the material is now presented under the headings of Piping Drawing, Heating Drawing, and Electrical Drawing. Other features on the revision include the up-dating of drafting standards to conform with recent ASA revisions, and the inclusion of supplemental problems for all units at the end of the text.

GIBBS, WILLA. *The Dedicated*. New York 16: William Morrow and Company, Inc., 425 Fourth Avenue. 1960. 224 pp. \$3.50. The loveliest woman Jeremy Sternes had ever seen was standing at his office door that winter's morning. Looking at her young and beautiful face, he gave a silent prayer that it would remain untouched, for London was then in the grip of the dread smallpox that was wreaking havoc throughout Europe.

The young woman, Anne Warburton, had come to Jeremy, the owner and publisher of London's leading newspaper, for help. She and her mother were impoverished gentlewomen, unable to find employment because they were not immune to smallpox—the perilous way to immunity, inoculation with the live virus, being a privilege of the rich! There was another way, though, proposed

by a kindly, gentle, country doctor named Edward Jenner. But both Dr. Jenner and his cowpox vaccine were looked upon askance by the medical profession—particularly by Dr. William Woodville, head of the smallpox hospital, who believed fervently that his research would ultimately provide the answer.

GIPSON, MORRELL, compiler. *Stories of Mystery, Adventure, and Fun from Calling All Girls*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 242 pp. \$2.50. A group of fascinating and lively stories selected from hundreds published in the magazine *Calling All Girls*.

GLADYCH, MICHAEL. *Admiral Byrd of Antarctica*. New York 18: Julian Messner, Inc., 8 West 40th Street. 1960. 192 pp. \$2.95. An exciting biography of America's most famous polar explorer. He piloted the first airmail flight across the Atlantic, and later beat Amundsen's dirigible in a race to the North Pole. Admiral Byrd made five expeditions to the Antarctic, setting up permanent bases for scientific study, and opened up five million miles of eerie white wilderness. He spent seven harrowing months alone at an advanced base, out of touch with anyone, and close to death when he was poisoned by carbon monoxide fumes. Awarded the Medal of Freedom in 1957, the Secretary of Defense said among other things, "By virtue of his unparalleled experience, skill, daring, and imagination, he has made a unique contribution to the Antarctic expeditions of the past several years—the development of permanent Antarctic legislation and international scientific understanding and good will. He has exercised his special talents in the promotion of the United States interests in the Antarctic with foreign countries, and has personally laid the groundwork for the present large-scale Antarctic effort of the United States." The author, hero of four Allied air forces in World War II and a distinguished pilot, writes of Byrd with a fellow flyer's passion for the air—its dangers, its desperations, and its miracles.

GOODMAN, J. W., and D. C. TUDOR. *Your Future in Poultry Farming*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1960. 416 pp. \$5.25. This book has a three-fold purpose: to give the poultry student a clear understanding of the planning and problems of profitable farming; to help the young farmer get off to a sound start in his new business; and to supply the established poultryman with current information on recommended methods of management.

The material herein is derived largely from the personal experience of the authors, who, in state and private employment, have visited hundreds of commercial poultry establishments and general farms having poultry as a side line. These visits have provided invaluable evidence of the consequences of both good and bad management practices. The authors have endeavored to put their findings into direct, easily understandable language. Enhancing the text are the many illustrations, the chapter questions, and class and community activities, and a glossary.

GRAND, LE. *Augustus and the Mountains*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1941. 128 pp. \$1.50. Augustus is back—this time in a remarkable mystery-adventure with Indians in the Kentucky mountains! And the Great Smoky Mountains and the mountain people are so much fun that Augustus can't believe his extra good luck when he makes friends with Lone Eagle, an Indian boy from the nearby reservation!

GRAND, LE. *Augustus and the River*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1939. 128 pp. \$1.50. On the Mississippi River the dangerous spring floods are rising—Augustus and Glorianna and Jupiter are adrift in their houseboat without Ma and Pop—and what happens next can happen only to Augustus, a boy who turns troubles into triumphs!

GRAND, LE. *Augustus Goes South*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1940. 128 pp. \$1.50. Fresh from their exciting trip down the Mississippi in their houseboat, Augustus and his family rock the quiet little town of Evangeline, Louisiana, in one hilarious adventure after another. And when he leads Albert on a treasure search through the great swampland still alive with memories of early French settlers and pirates, the two boys find themselves in the middle of a man-size mystery that flabbergasts even Augustus.

GRAND, LE. *Augustus Helps the Navy*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1942. 128 pp. \$1.50. Augustus has his own plan to help in the war: he is going to catch spies. And when he sees the Atlantic Ocean and the fifteen-foot tides of Penobscot Bay and the Navy ships that crowd the coast, he makes another plan—to protect our Fleet against enemy U-boats.

GROSS, FANNIE. *Shakespeare Quiz Book*. New York 16: Thomas Y. Crowell Company, 432 Fourth Avenue. 1959. 223 pp. \$2.95. This book contains more than 2,000 questions and answers arranged in convenient and entertaining sections planned for ease in testing and refreshing memory. In the Play-by-Play Department one can find a set of questions for every play Shakespeare wrote; here one can sharpen his wits on challenging questions about his favorite play. Then there are 40 sets of miscellaneous questions that range over the whole of Shakespeare's dramas. There are additional questions grouped according to Shakespearean themes, each headed by such inviting quotations as "The Bitter Bread of Banishment," "Answer Me in One Word," "That Old and Antique Song," and "Insulted, Rail'd, and Put Upon."

GUILLOT, RENÉ. *Grishka and the Bear*. New York 10: Criterion Books, Inc., 257 Fourth Avenue. 1959. 124 pp. \$2.75. Deep in the frozen reaches of northern Siberia live the people of Murkvo, a sturdy, happy tribe whose hunters go up each year into the high forests of the Dolgoroborg Range to track the great black bear. One season, young Grishka secretly follows the men on the hunt and returns to the village with Djidi, the furry young cub of a great mother bear slain by the hunters. For one happy year, the little bear is feted by the tribesmen; he and Grishka play and hunt together, and become inseparable companions. But then the day comes when according to tribal custom, Djidi must be sacrificed at the great festival of the bear, and Grishka has to choose between submitting to the law of his people and attempting to save the life of his friend.

HALLARD, PETER. *Coral Reef Castaway*. New York 10: Criterion Books, Inc., 257 Fourth Avenue. 1958. 188 pp. \$3.50. Swept overboard when his schooner is almost capsized in a furious battle between killer whales, young Con Murray saves his life by swimming to a nearby, uncharted coral reef islet. There he meets old Ginty, sole inhabitant, sole survivor of a pearling lugger wrecked on the reefs twenty years before, and guardian of a vast treasure in untapped Gold Lip pearls. The arrival of Con gives Ginty the chance he has waited for: to collect the pearls from a bed he and his partners laid down in the '30's.

HANKE, LEWIS. *Mexico and the Caribbean*. Princeton, N.J.: D. Van Nostrand Company, Inc., 120 Alexander Street. 1959. 192 pp. \$1.25. In this analysis, the first part of a two-volume study of modern Latin America, a highly regarded historian sets forth the nature of the fundamental problems today in Mexico, Central America, the Caribbean Islands, Colombia, and Venezuela. The author provides essential information and a variety of viewpoints, giving the reader a picture of Latin America on the threshold of another

revolutionary period. The accompanying documents, like the narrative itself, illustrate the sharply divergent views held both inside and outside Latin America. Behind these differing interpretations, however, lies a common concern for sound democratic development in this vital area. This underlying agreement sounds a hopeful note amidst the present turmoil in Latin America.

HANKE, LEWIS. *South America*. Princeton, N.J.: D. Van Nostrand Company, Inc., 120 Alexander Street. 1959. 192 pp. \$1.25. South America is in social ferment, a vigorous and sometimes violent movement that will undoubtedly change the human landscape there in coming years. The nature of this ferment and the changes it will produce are viewed in many ways. In this book, the second part of a two-volume study of modern Latin America, a noted historian probes beneath the surface to find the problems which Latin Americans themselves and students of world affairs consider the most urgent today. His clear analysis of social and economic realities in Brazil and Spanish South America presents the more important currents of thought and feeling. The absorbing narrative and thoughtfully chosen documents offer a stimulating glimpse into little-understood facets of South America's present situation.

HANSER, RICHARD. *Meet Mr. Lincoln*. New York 20: Golden Press, 630 Fifth Avenue. 1960. 132 pp. (8" x 11"). This story is told with a freshness and simplicity that captures the essence of Lincoln. By a blending of pictures and words, the story is told in a dramatic manner. *Meet Mr. Lincoln* was televised by NBC on the 150th anniversary of Lincoln's birth. The author's text, a kind of graphic poetry, draws largely upon Lincoln's own words.

HARRISON, THAD. *Westward to Adventure*. New York 10: Criterion Books, Inc., 257 Fourth Avenue. 1960. 159 pp. \$3. From the pioneer history of America's upper Midwest comes this gripping true story of Jacob Fahlstrom, a young Swedish boy who sets sail for America consumed with the dream of settling in a land where all men are equal.

Stranded by accident when his ship puts in to Hudson's Bay for fresh food, Jacob almost starves to death before his long trek inland leads him into the friendly hands of an Ojibway Indian couple. Fed and nursed back to health by his Indian friends, Jacob learns the language and customs of the tribe and soon, strong and fleet of foot, is adopted by them and makes a place for himself among the young braves. But, though he becomes in every way a young Indian warrior happy with his adopted brothers and sisters, he never forgets his skill in writing and mathematics, which makes him a source of never-ending wonder to the Indians, and enables him to see immediately how they are being fleeced by unscrupulous traders. Bringing the dishonesty of the clerks to the attention of the Indians and the manager of the trading post, Jacob makes a deadly enemy of Matt Williams, the dishonest clerk.

HASKELL, ARNOLD. *Ballet in Color*. New York 22: The Viking Press, 625 Madison Avenue. 1959. 72 pp. \$2.98. The author's introduction is commentary on the history and aesthetics of the ballet, a perfect accompaniment to the color illustrations which provide a vivid reminder of the qualities of such great international artists as Ulanova, Fonteyn, Tallchief, Caron, Toumanova, Danilova, Roland Petit, Frederick Ashton, and others, and of many of the great ballets the American public flocks to see each year.

HAVIGHURST, M. B. *The Sycamore Tree*. Cleveland 2, Ohio: The World Publishing Company, 2231 West 110th Street. 1960. 221 pp. \$3. The Civil War divided not only the Union, but families as well. Delighted as she was at the safe return of her older brother Jim from Gettysburg where he had fought with the Union, Anne Rogers couldn't help looking wistfully across the

dark river that separated the North from the South. Even though she had grown up in Ohio and was now living with the Gates family there, her sympathies were with the Confederacy and another brother who rode with Morgan's valiant raiders.

HAYES, J. F. *The Dangerous Cove*. New York 18: Julian Messner, Inc., 8 West 40th Street. 1960. 192 pp. \$2.95. When fifteen-year-old Peter Thistle searched for his lost dory on the bleak Newfoundland coast, he came upon the limp figure of young Tom Thorbourn of Boston who had been shanghaied by Devon men. Both boys knew these Devon men to be murderers, arrogant English sea captains who preyed on peaceful villages, greedy for every acre of the coast land which was rich in produce and fishing. How the boys warned the settlers and helped in the fight for freedom is hair-raising adventure. It is also the inspiring story of a small community and two courageous boys who outwitted the ruthless might of organized piracy in 1676.

HENDRICKSON, W. B., JR. *Handbook for Space Travelers*. Indianapolis 7, Indiana: The Bobbs-Merrill Company, Inc., 730 N. Meridian Street. 1959. 256 pp. \$3.95. Who first invented rockets? How are missile bases chosen? What is the Aerobee? Here, in one book, is a variety of information, told in interesting and concise terms—a book designed to furnish space fans with the basic information they need to understand current scientific events and to plan a future trip into the realm of space.

To prepare for a future take-off, the reader becomes acquainted with the history and development of rockets from the first Chinese skyrockets to present-day satellites. Basic scientific principles are made clear and understandable. And because the traveler will be particularly interested in learning about space itself, he is given an insight into the nature of the atmosphere as it exists at great distances from the earth.

HOFFINE, LYLIA. *Jennie's Mandan Bowl*. New York 18: Longmans, Green and Company, Inc., 119 West 40th Street. 1960. 111 pp. \$2.75. The Mandan Indian girl, Jennie Youngbear, is shy and ashamed before the teacher. Brother Billy tries to help, but he does not feel as she does—about being Indian on the one hand, about going to town and studying on the other. The teacher requests that over the summer Jennie learn to make a Mandan bowl, so in the fall the young girl can show her how. Wise grandmother and Jennie set to work. At first they don't succeed, and then they mix in some shards they find—the Mandans were famous potters. It is exciting and creative and Jennie's enthusiasm mounts.

HOLT, STEPHEN. *We Were There: With the California Rancheros*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 178 pp. \$1.95. Land grants from the Spanish government prove invalid when American families rush westward to California in 1859. Two lads, Romere Sanchez and Ray Peters, find themselves on opposite sides in the struggle for land ownership.

HOLTON, GERALD, and D. H. D. ROLLER. *Foundations of Modern Physical Science*. Reading, Mass.: Addison-Wesley Publishing Company, Inc. 1958. 808 pp. \$8.75. This book of 39 chapters is divided into 9 parts: (1) The Study of Motion, (2) The Story of Forces, (3) The Study of Planetary Systems, (4) On Structure and Method in Physical Science, (5) The Conservation Principles, (6) Origins of the Atomic Theory in Physics and Chemistry, (7) Theories of Fields in Electricity and Magnetism, (8) The Quantum Physics of Light and Matter, and (9) The Nucleus. In addition, the appendix includes: fundamental constants, conversion factor, alphabetic listing of the elements, periodic table, summary of some trigonometric relations, natural trigonometric

functions, vector addition and subtraction, common logarithms, answers to selected odd-numbered problems, and an index.

The present book is intended mainly for courses of two types: (a) the one-year *general physics course* for science majors (including premedical students) outside physics or engineering, and (b) the course for majors in the humanities and social studies, including the physical science course for liberal arts students and the integrated or general education course.

Honey Bunch and Norman: Solve the Pine Cone Mystery. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 180 pp. \$1. An old crippled man makes pine cones into dolls and thus earns money to live on. But when the cones start to disappear, it is up to Honey Bunch and Norman to find cause. Youngsters will be thoroughly amused when they find out who the "culprit" really is.

HONOUR, ALAN. *The Unlikely Hero.* New York 36: McGraw-Hill Book Co., 330 West 42nd Street. 1960. 176 pp. \$3. This is a biography of the man whose faithful study of Homer's *Iliad* led him on a dedicated search for the ancient city of Troy. This book reads like an adventure of fiction. It is filled with details of early archeological diggings and brings vividly to life the world of King Priam, Paris, Helen, Achilles, Agamemnon, and Odysseus, that so fascinated Schliemann.

HORNUNG, W. J. *Architectural Drafting*, third edition. Englewood Cliffs, N. J.: Prentice-Hall, Inc., Educational Book Division. 1960. 238 pp. \$5.50. This book teaches the principles of architectural drafting by enabling the student to do a variety of construction jobs such as drawing house plans, designing a heating system, laying out the plumbing, and specifying the electrical equipment. It is intended as a basic text in courses in Architectural Drafting in technical and vocational high schools, technical institutes, and colleges. Some features of this 1960 edition are: the use of both architectural and mechanical styles of lettering; new masonry wall constructions; new material on methods of insulating houses and on insulation materials; a contemporary split-level house with plans, elevations, and details; and modern design and format.

Construction principles are included in Part II for quick, easy reference by the student. The text is organized to enable the instructor to devote more time and attention to the student who needs individual aid. All instructions in the text are designed to help the student who needs individual aid. All instructions in the text are designed to help the student proceed on his own with a minimum of teacher assistance. Material on planning the house covers selection of the site and lot, public utilities, and over-all planning in relation to the budget. Over 200 photographs, 210 drawings, 50 tables and charts, 20 self-test assignments, review problems, and many optional problems are in the text.

Testing questions—multiple choice, short answer, and true or false; review questions with answers; step-by-step procedures in preparing drawings; over 400 illustrations; the use of study units followed by assignments; reference tables and charts; and a glossary of work terms provide teaching and learning aids.

How To Help Your Child Learn. Washington 6, D. C.: Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N.W. 1960. 40 pp. 50¢; 2 to 9 copies 10%; 10 or more copies, 20%. This book for discussion by elementary-school teachers and principals, is designed to tell parents why they are important and how they can help, as their child travels from kindergarten through the sixth grade. The pamphlet

adopts a distinctive format—chapter-by-chapter coverage of all the elementary grade learning areas, with chapter-end lists of simple, concrete things parents can do to help Johnny in each area (specific games, puzzles, family projects, trips, hobbies, and household routines).

HUNT, MAXINE. *The General's Daughter*. New York 18: Julian Messner, Inc., 8 West 40th Street. 1960. 191 pp. \$2.95. Every girl in Bensonville envied Leigh Ann Benson. At eighteen she was beautiful, wealthy, the polished product of private schools. But she felt trapped and lonely in her social shell, cut off from normal teenage fun, because her father was an army man—and a snob. Suddenly, she rebelled. It took courage to tell her father that she intended to leave town and take a job elsewhere. To her surprise he asked her to stay and manage their ranch until he returned from a trip East. Alone with the servants, she felt the first thrill of responsibility for the almond crop and the orchard, and her first taste of independence. She got to know the Corydons and their houseboat which was the social center for river kids and the children of migrant workers. And she fell in love with Mike Gannon who loved boats and the sea and hoped to make it his life. New friends, new interests, and a willingness to work for what she felt was important helped her achieve maturity, compassion, and a pride in her own heritage.

HUTTON, CLARKE. *A Picture History of Britain*. New York 21: Franklin Watts, Inc., 699 Madison Ave. 1959. 64 pp. \$4.95. The history of Britain from early days before the Romans invaded this island down to the present day is portrayed here largely in picture form. The pictures follow the varying fashions in architecture, dress, and transport, and bring them to life for everyone who looks through the book.

HUXLEY, ALDOUS. *Collected Essays*. New York 16: Harper and Brothers, 49 East 33rd Street. 1959. 413 pp. \$5. The material in this volume draws on four decades of comment and speculation in every field of human experience and reflects the author's wide-ranging mind, keen wit, and intellectual virtuosity. The contents are arranged under the following subjects, which indicate their variety and scope: Nature; Travel; Love; Sex, and Physical Beauty; Literature; Painting; Music; Matters of Taste and Style; History; Politics; Psychology; Rx for Sense and Psyche; Way of Life.

In addition to four essays which have never before appeared in book form, this volume contains material from the following books by Aldous Huxley: *On the Margin*, *Along the Road*, *Jesting Pilate*, *Proper Studies*, *Music at Night*, *Beyond the Mexique Bay*, *The Olive Tree*, *Ends and Means*, *Grey Eminence*, *Themes and Variations*, *Tomorrow and Tomorrow and Tomorrow*, *The Doors of Perception*, and *Heaven and Hell*.

INGRAM, WAYNE, and JANE PATTIE. *Jasbo*. San Antonio 6, Texas: The Naylor Company, Box 1838. 1960. 89 pp. \$3.50. To most of the crowd, the clown is hilariously funny. To the rodeo contestants, he is the absolute pinnacle of nerve and skill. He is Jasbo. He is a hero in disguise. He is pitting his own life against high stakes in hairbreadth rescues to save the lives of others or, at least, to avert crippling injuries to them.

Jasbo is no longer with us. Yet years after his sudden death, the many friends of Jasbo Fulkerson still treasure his memory. And thousands of people, who once rocked with laughter at the antics of the little rodeo clown and his educated mule, will never forget him. The result is a gripping account, vibrating with life in which humor and drama are blended. The qualities and traits of this remarkable man are revealed in the candid glimpses of his life

outside the arena, on trips, with friends, or at home with his family. Jasbo was truly a great man in every respect. To many, who knew him intimately or through his work, he was the greatest.

JACKSON, C. P. *World Series Rookie*. New York 22: Hastings House, Publishers, Inc., 151 East 50th Street. 1960. 148 pp. \$2.75. Stub Alison was a baseball rookie who thought he was made to be one of the finest catchers in the big leagues. Strangely enough, the coach who was his idol, the team manager, and other members of the team did not agree with him. Teammates kidded him unmercifully and after a while, he came right back at them. All of which made for many a tense situation.

JAMES, HENRY. *The Ambassadors*. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 384 pp. 50¢. The ambassadors of the title are the emissaries sent by Mrs. Newsome, a wealthy New England widow, to restore to the home town and the family business her son, Chad. Edited, and with an afterword, by R. W. Stallman.

JEWETT, ARNO, Chairman. *English for the Academically Talented Student in the Secondary School*. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street, N.W. 1960. 128 pp. \$1; discounts of 10% on 2 to 9 copies and 20% on 10 or more copies. Lays the foundation for an effective program for the academically talented student. Contains articles on English for the Academically Talented by Arno Jewett; Identifying the Academically Talented in English by Virginia A. Elliott; Motivating Bright Students Who Are Underachievers by Arno Jewett; Enriching the English Program for the Academically Talented by Mildred Rock and Robert R. Gard; Ability Grouping by Special Classes and Programs by Mildred Rock, Arno Jewett, and Carolyn B. McClure; Acceleration in English for the Academically Talented by Mildred Rock and Arno Jewett; The Role and Preparation of the Teacher by Marian Zollinger; Evaluation and Needed Research by Arno Jewett; as well as recommendations for English programs for the gifted and a selected bibliography.

JOHNSON, G. W. *America Grows Up*. New York 16: William Morrow and Company, 425 Fourth Avenue. 1960. 223 pp. \$3.75. In September of 1787, the Constitution of the United States of America was sent to the thirteen states to be ratified. It expressed the hopes of a small, weak people, a child nation struggling to be independent. Less than 150 years later, on April 2, 1917, this country stood at the brink of World War I—a full-grown nation. America was not seeking excitement or revenge or profit in war, but only to do its duty to itself and to the world.

JORDAN, G. E. *Canyon Boy*. Caldwell, Idaho: The Caxton Printers, Ltd. 1960. 450 pp. \$4.75. By the time Jay was fifteen, he had finished country school, learned to farm and herd sheep like a man, been victimized in a robbery attempt, and witnessed a murder. He resolved to run away. The enigma of his life is solved, disasters of one kind or another beset those who have sought to possess him, and the story reaches a climax in a knock-down fight.

KANZER, E. M., and W. L. SCHAAF. *Essentials of Business Arithmetic*, fourth edition. Boston 16: D. C. Heath and Company, 285 Columbus Avenue. 1960. 513 pp. \$3.80. This text interests students from the start, because the problems are *real*, drawn from business practice, bookkeeping, and simple economics. Each lesson presents a unified learning experience—preliminary drill, actual business problems, model solutions, discussion, written exercises, and thought questions. It includes up-to-the-minute treatment of

tax and payroll procedures, stock and bond transactions, prices and business statistics.

KENISTON, R. P., and JEAN TULLY. *High School Geometry*. Boston 17: Ginn and Company, Statler Building. 1960. 480 pp. \$4.40. This new textbook reflects recent trends in the teaching of the subject. It combines plane geometry with the essentials of solid geometry and with related topics from co-ordinate geometry. The text is interesting, teachable, and challenging. In introducing new topics and treatments, the authors have followed the suggestion of the Commission on Mathematics of the College Entrance Examination Board—that changes in the courses in secondary-school mathematics should be gradual rather than radical.

Some of the features of the book are: (1) a prime objective of the course is to help the student develop an understanding of logical methods of thinking and of power in the use of these methods; (2) to encourage independence of thought, the subject matter is presented so that the student may learn by reading and experimenting, without too much help from the teacher; (3) teachers wishing to combine plane and solid geometry in a one-year course will find an adequate treatment of the fundamental concepts of space geometry at appropriate places throughout the book; (4) in accordance with modern courses of study, topics from co-ordinate geometry are introduced at the points where they will be most useful to the student; (5) a chapter on trigonometry and other means of indirect measurement has been included for classes or individual students who may wish to use it, entirely, or in part; (6) the concept of a set is developed and is used as an aid to the understanding of definitions and of locus; (7) frequent use is made of algebra and arithmetic so that these no longer appear to the student to be separate branches of mathematics; (8) due emphasis is given to geometric facts needed as preparation for subsequent mathematics courses, for continued work in the sciences, in engineering, or in economics, and for many other vocations; (9) the review program consists of chapter reviews and seven cumulative reviews; (10) mathematics is presented not only as a part of our heritage, but also as a growing, dynamic subject—one which finds wide application in today's complex world; (11) the text is adaptable to students of varying needs and abilities; and (12) in addition to the numerous pictures and diagrams, a second color has been used as a visual teaching device and to add to the attractiveness of the book.

KENOYER, NATLEE. *Claudia's Five-Dollar Horse*. New York 16: Duell, Sloan and Pearce, Inc., 124 East 30th Street. 1960. 194 pp. \$3.50. Claudia manages all by herself to find and keep a horse of her own.

KHRUSHCHEV, N. S. *For Victory in Peaceful Competition with Capitalism*. New York 10: E. P. Dutton and Company, 300 Park Avenue South. 1960. 816 pp. \$3.95. In its pages, the Premier and First Deputy of the Soviet Union—the single most powerful man in the world today—gives his "blueprint for tomorrow" as he reveals what he thinks about everything from Sputniks to the "liberation" of West Berlin. War is not necessary for the Soviet brand of communism to emerge as the social system of the future, says Premier Khrushchev. He feels that its growing economic and scientific strength will soon enable the Soviet Union to outstrip capitalist countries through such peaceful means as trade, discussion of ideologies, and internal improvement. In fact, peace is the dominant note in this collection of Premier Khrushchev's 1958 speeches, interviews, and letters.

During his recent visit to the United States, Premier Khrushchev impressed Americans with his skillful use of analogies, his deft parrying of questions, his robust humor, and his mercurial temper. These colorful qualities are also displayed in his writing. American readers will be particularly interested in his unusual interpretation of history, found in such statements as "The Soviet Union developed the hydrogen bomb before the United States" and "There was never an agreement to hold free elections in Germany."

KILMAN, ED. *Cannibal Coast*. San Antonio 6, Texas: The Naylor Company, Box 1838. 1960. 310 pp. \$5. When the cannibalistic practices of the savage Karankawa Indians of the Texas Coast were mixed with the European culture of the early Christian explorers, the result was bound to be explosive. Here the reader will find the first Spanish missionaries attempting to lead the reluctant savages to a new religion. He will learn of their struggle to civilize the untamed natives, and how and why these attempts always ended in failure. Here the fury of the raw frontier, as experienced by the adventurous Spanish and French explorers, lives again.

Here life teems once more in the mission compounds. Was it always saintly? Did the white man, by his example, guide the savage to a better way of life? One will read of the unleashed emotions, the greed and the lust, which were part of those early days on the coast. Vibrant, live history, written in blood, is recorded in this book. This span of time, from the first landing of the ill-fated Narvaez expedition in 1528 to the settlement of Texas under Stephen F. Austin, covers an extremely important part of our historical development.

KNOPF, R. C. *Anthony Wayne, A Name in Arms*. Pittsburgh 13: University of Pittsburgh Press, 3309 Cathedral of Learning. 1960. 576 pp. \$7. Western heroes and Indians—never was interest in them greater than it is today. This is a book about both—and not fiction, but the actual story told by the men and about the men who fought in one of the most significant and colorful of our Nation's Indian Wars. Historians have labeled one of America's strong and gallant defenders, "Mad Anthony Wayne." Here, in a series of correspondence with the three Secretaries of War under whom he served, Anthony Wayne shows himself as anything but *mad*, for what he wrote and what he did proves him a worthy ambassador of peace and a great defense general, skilled in the ways of diplomacy and in the arts of war.

The valuable country north and west of the Ohio River, coveted by Britain, France, and Spain, was made safe for American settlement by the bold and carefully planned campaigns of Anthony Wayne and his well-trained American troops, the famous American Legion. From the letters gathered here and the author's summaries of them, one reads a firsthand blow-by-blow account of the Wayne Expedition of 1793 and 1794, from the first moment of action until the national treaty was signed with the western Indians.

International implications of this frontier war have too seldom received the historical interpretation and discussion which this book gives. What Wayne and his brave army endured in hardships and frustrations, and their final hard-won victory, insured the peaceable building of America's great West.

KNOWLES, JOHN. *A Separate Peace*. New York 11: The Macmillan Company, 60 Fifth Avenue. 1959. 186 pp. \$3.50. When the story opens, in 1942, most American boys of sixteen had only a little time left for the kind of life they had always known. The scene of the novel, a New England preparatory school, seemed outwardly unchanged, but the students drawing

closer to war felt a sense of unreality as they performed the traditional rites.

Two of the boys are the academically brilliant Gene, who tells the story, and the athletic Finney, his friend who is completely without fear in a world full of it. Their friendship, unsentimental but real, is flawed by a defect in Gene's character which leads to a blind destructive act of aggression against Finney. The results of this moment are tragic and inexorable. The relationship between them alters subtly, but with interior violence. In the end, Gene leaves school to fight in a war less bitter than the one he has survived—the one in which he learned the true nature of the "enemy."

LAMBERT, JANET. *Confusion—By Cupid*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 192 pp. \$1.50. Did Peter Jordon's favorite girl really care for him? Did Alice Jordon love Bobby Parrish or Jon Drayton? Even Cupid is confused about this one, and, before the mixup is straightened out, there are heartaches and triumphs for many of the personalities whom readers have come to know so well in Janet Lambert's earlier novels. For ages 12 to 16.

LAMBERT, JANET. *High Hurdles*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 191 pp. \$1.50. The author combines the adventure of a horse story with the human interest of a young girl's problems. A setting of beautiful country estates and the thrilling opening of the Horse Show in Madison Square Garden provide a background for Dria Meredith in the tradition of Candy Kane, Penny Parrish, etc. For ages 12 to 16.

LANDIS, JUDSON and MARY. *Personal Adjustment, Marriage and Family Living*, 3rd edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1960. 400 pp. \$4.16. This book is written for people in the teen years. The purpose is to offer material that may help young people to gain perspective through an understanding of themselves and of others. For example, the authors believe that dating problems can be met and solved more easily when young people have some understanding of the viewpoints of parents and of other members of society.

Why do parents think as they do? Do parents have problems of their own which may bias their attitudes concerning the interests of their children? Why do personalities develop as they do, and can the individual himself change the direction of his personality growth? How can one make the most of the dating years and approach marriage with some confidence in future success and happiness? How can one know whether or not he is in love? Is being in love sufficient reason for marriage? What adjustments must husband and wife make in order to build a good marriage? How can young people prepare for their task of parenthood? How important to happiness is economic security, and how can a married couple meet the problems arising from the economic phase of life? These and many other questions are considered with the purpose of helping young people to cope with the challenges of life in the present and to look ahead and plan wisely for the future.

In this new edition, the trend toward earlier marriages is recognized and consideration is given to the question of age for marriage, from viewpoints that will be helpful to young people making lifetime decisions, and with stress on the need for maturity and readiness for adult responsibility. In the section on steady dating, the authors have included new findings about the attitudes of young people who have "gone steady" in high school. The ideas of college students who can look back should help high-school people to think through the subject of steady dating with more understanding.

LANSING, ALFRED. *Shackleton's Valiant Voyage*. New York 36: McGraw-Hill Book Co., 330 W. 42nd Street. 1960. 221 pp. \$3.95. When Sir Ernest Shackleton's ship, the *Endurance*, was crushed by the pack ice of the Weddell, twenty-eight men were forced onto a limitless expanse of ice, with no way of letting the world know of their plight. With three small boats, their dogs, and supplies, they began a long, painful trek back to civilization. Drifting floes, giant seas, violent storms, wild sea leopards, and widening crevasses were daily hazards that were to culminate, after nine months, in a journey across an island where none had been known to survive.

LEE, LAURIE. *The Edge of Day*. New York 16: William Morrow and Company, Inc., 425 Fourth Avenue. 1960. 288 pp. \$4. The village, in the heart of the Cotswolds, was a microcosm—self-sufficient and self-contained—a world and way of life brought to an end when the first brass-lamped auto came steaming up the valley. Here are the thin winters and the fat summers, the local legends and superstitions, the neighbors and relations. 'Er-Up-Atop and 'Er-Down-Under, for instance, were two wonderful old ladies who lived adjoining but never spoke to each other, communicating by means of broom handle and stamping of feet. They kept minute track of what each did and lived on the signs of each other's decline—and died within days of each other.

MAHONEY, TOM. *The Story of George Romney*. New York 16: Harper and Brothers, 49 East 33rd Street. 1960. 287 pp. \$4. George Romney, youthful president of American Motors Corporation, is the most colorful and important leader to merge in the automobile industry since the late Walter P. Chrysler. When Detroit's Big Three began to compete for bigger and costlier "gas-guzzling dinosaurs," Romney dared to preach, build, and sell the economical, compact Rambler car—so successfully that he has caused a revolution in automobile tastes and forced all rival companies to follow his lead.

Here are the details of Romney's early life, how he got his start in the automobile industry, worked his way up to the presidency of American Motors, reorganized it from top to bottom, dealt with dissident stockholders, and made it highly profitable in a few short years. It was a demonstration of insight, hard work, and courage triumphing against discouraging odds.

And here too is the profile of a truly religious man, a Mormon who was a missionary in his youth and really prays over decisions; tithes; obeys the faith's ban on drinking and smoking; and, as president of its Michigan "Stake," is the spiritual leader of 3600 members of the denomination in eastern Michigan, western Ontario, and northern Ohio; is a devoted family man, the father of four children; and is a civil leader whose belief that "voluntary co-operation" is what will make this nation great has led him to champion the improvement of Detroit schools and play an important role in countless civic activities.

MALONEY, TERRY. *The Sky is our Window*. New York 16: Sterling Publishing Company, Inc., 419 Fourth Avenue. 1960. 128 pp. \$3.95. Illustrated with photographs and with drawings in color and black and white by the author, one of the foremost astronomers in Great Britain, this book covers our solar system, the sun itself, stars, asteroids, meteors, comets, other solar systems, our galaxy, and other galaxies. Without overwhelming the reader with the magnitude of astronomical facts, the author helps the student visualize our universe in four dimensions and gradually leads him, step-by-step, to an understanding of astronomy, astrophysics, and the most recent studies of the universe.

MASTERS, R. V. *What Dog for Me?* New York 16: Sterling Publishing Company, Inc., 419 Fourth Avenue. 1960. 140 pp. \$2.50. The text gives the background and characteristics of each variety—size, colors, coat, special skills, and disposition—and the 25 full-color and 118 black-and-white photographs show a champion of each breed, from Affenpinscher to Yorkshire Terrier. The book is alphabetically arranged and cross-referenced.

MAYALL, NEWTON and MARGARET, and JEROME WYCKOFF. *The Sky Observer's Guide.* New York 20: Golden Press, 630 Fifth Avenue. 1959. 125 pp. This handbook for amateur astronomers, contains chapters on Becoming a Sky Observer; The Observer's Equipment; Understanding the Sky; First Steps in Observing; Using a Telescope; Star Charts and Sitting Circles; The Moon; The Sun; Rainbows, Auroras, and Zodiacal Lights; The Planets and Asteroids; Comets; Meteors; Stars; Nebulars, Drawing Sky Objects; The Sky Observer's Camera; Tracking Satellites; Using Astronomical Time; Extra Equipment; Care of Equipment; Incidental Information; and Maps of the Heavens. It also includes an index and 175 paintings and photographs.

MAYRANT, DRAYTON. *The Land Beyond the Tempest.* New York 16: Coward-McCann, Inc., 210 Madison Avenue. 1960. 282 pp. \$3.95. Here is a thrilling account of that remarkable voyage aboard the gallant little *Sea Venture*—the legend of storm and shipwreck that is said to have inspired Shakespeare's magical play, *The Tempest*. This is an action-filled tale of danger and hardship, of courage and endurance, and of a love that outlived misunderstanding, separation, and despair. It is also an extraordinarily vivid evocation of those strange, enchanted islands, "the vexed Bermoothes."

McELFRESH, ADELINE. *Summer Change.* New York 22: The Bobbs-Merrill Company, Inc., 717 Fifth Avenue. 1960. 224 pp. \$3.50. This is a story for teenage girls of a spoiled, self-centered girl who in the span of one summer comes to a new maturity.

MICHELON, L. C. *Basic Economics.* Cleveland 2: The World Publishing Company, 2231 W. 110th Street. 1960. 224 pp. \$3.75. In this book each important principle is developed in terms of the individual reader's daily experience. Every idea is demonstrated by means of a practical situation rather than a theoretical model. As a result of this emphasis on the reader's own existing knowledge, the complexities of the economic system are presented in a clear and straightforward manner. Not only are such topics as Capital, Wages and Profits, and Production fully explored, but more immediate matters of personal finance are also discussed in practical detail. How to read a financial statement, how to invest in securities and plan for retirement, how social security works—these are a few of the topics treated.

MILLER, D. C., editor. *Sixteen Americans.* New York 19: The Museum of Modern Art, 11 West 53rd Street. 1960. 96 pp.; 92 plates. \$1.95. This is a catalog of the most recent in the series of American exhibitions presented periodically at the Museum since its founding 30 years ago. The work of 140 American artists has been brought before over half a million Museum visitors through these exhibitions, all of which have included only a small number of artists so that each can be represented by several examples of his work. Included is a catalog listing of the works in the exhibition; statements and brief biographies of painters J. de Feo, Wally Hedrick, James Jarvaise, Jasper Johns, Ellsworth Kelly, Alfred Leslie, Landes Lewitin, and Richard Lytle; and sculptors Robert Mallery, Louise Nevelson, Julius Schmidt and Richard Stankiewicz.

MILLER, H. M. *Woman Doctor of the West: Bethenia Owens-Adair*. New York 18: Julian Messner, Inc., 8 West 40th Street. 1960. 191 pp. \$2.95. Bethenia Owens-Adair was the first graduate woman doctor in the West. Adventuring in a profession hitherto reserved for men, she fought prejudice and ridicule to become a great physician and a brilliant surgeon. Married in her early teens, deserted by her husband when her child was two, Bethenia, who could neither read or write, suffered through the humiliation of grade school, determined to get as much education as possible to support herself and her son. She became a teacher, saved her earnings to become a doctor and graduated from a Philadelphia medical school in 1872, returning to practice in Oregon, only to find mistrust and belligerence. Male doctors were outraged and even old neighbors were hostile. Fearlessly she continued her work, went on to master surgery and become a beloved and well-known figure throughout the western frontier. She also pioneered in mental health and was instrumental in changing many of Oregon's medical laws. This is the daring story of a woman who triumphed over every impossible obstacle, who lived bravely and dangerously in serving mankind.

MONSARRAT, NICHOLAS. *The Ship That Died of Shame and Other Stories*. New York 16: William Sloane Associates, 425 Fourth Avenue. 1960. 249 pp. \$3.50. A collection of eleven stories that have appeared in such magazines as the *Saturday Evening Post* and *The Atlantic Monthly* in this country.

MOOREHEAD, ALAN. *No Room in the Ark*. New York 16: Harper and Brothers. 49 East 33rd Street. 1959. 243 pp. \$5. The author, a great believer in the urgent importance of preserving the fast-dwindling numbers of wild game, writes with genuine love and feeling for these animals: the well-groomed baboon whose fur "looked as though it had been freshly cleaned and brushed"; the lily-trotter, the bird who walks with his splay claws on the surface of floating leaves; the gentle giraffe, "like a school-girl peeping out of a dormitory window"; he even finds charm in the warthog's appalling face. With his gift for selecting the detail which lights up the whole picture, he brings you these animals going about their daily lives in their natural surroundings, either in the big Game Parks, or in the great uninhabited country of the bush.

MOORE, RUTH. *The Walk Down Main Street*. New York 16: William Morrow and Company, Inc., 425 Park Avenue South. 1960. 381 pp. \$4.50. The setting could be any town in America—but specifically, it is a charming old river town in Maine. The people—the young McIntosh boys, their mother Susie and their grandfather Martin Hoodless; the teachers at the high school; the town politicians and eccentrics—are the people on Main Street, U.S.A.

Theirs is the story of generation set against generation, the struggles of the restless new against the proven old, the conflict of individuals and the group. And it all begins, innocently enough, with basketball, the most widely played and greatest spectator sport in the United States today.

"Owning" a championship high-school basketball team put the town in a fever of écartement. It also turned their values upside down. "The whole town's gone crazy," was old Martin's comment.

In fact, there were only a few like Alfred Berg, science teacher at the high school, ready to defend Mind over Muscle; and even Alfred came to blows with another man over a girl named Ellen. But the Chamber of Commerce said champions were good for the town—brought in summer tourists;

more business—and the board of education agreed, though it might come to maiming the star player physically and morally.

NOBLE, IRIS. *Great Lady of the Theatre: Sarah Bernhardt.* New York 18: Julian Messner, Inc., 8 West 40th Street. 1960. 192 pp. \$2.95. Millions of playgoers who saw Sarah Bernhardt consider her the greatest actress of her era—perhaps the greatest in theatrical history. Her native France awarded her the Legion of Honor and she was acclaimed throughout the world. Beautiful, glamorous, reckless, her character was as dramatic as any she portrayed on stage. The spell of Sarah Bernhardt's beauty—her fire, her passion, her magnificent voice—enchanted the drama critics who spread her fame. When Victor Hugo saw her in one of her tragedies, he wept and sent her his "teardrop"—a diamond on a golden chain. Her life was a path of jewels and flowers. She became "The Divine Sarah," raised to immortality in a few brief years. Unlike many actresses, Sarah was always and predominantly a woman. Contemptuous of prejudice, fearless of controversy, she followed her heart wherever it led. At the age of seventy-one, with an amputated leg, she went to the front and entertained the soldiers of World War I. In these thrilling pages the years roll back, the lights go up, the curtain rises, and once more a great actress stands center stage close to our hearts.

NORTON, ANDRE. *Storm Over Warlock.* Cleveland 2, Ohio: The World Publishing Company, 2231 West 110th Street. 1960. 251 pp. \$3. Normally, Shann Lantee, most menial of the Terrans attached to the survey camp on the planet Warlock, and Ragnar Thorvald, an officer of the elite First-In Scouts, would never have been friends, or even speaking acquaintances. Now, as sole survivors of the invasion of the planet by beetlelike Throgs, their only hope for survival lay in staying together and, if possible, finding the unknown people who, Ragnar believed, existed somewhere on the planet. So, relentlessly pursued by the Throgs and their vicious Hound and imperiled by mysterious "urges" relayed to them through an odd round amulet picked up by Ragnar, the two Terrans plunge into a weird, menacing half-world whose delicate female leaders govern by thought control.

O'CONNOR, W. V. *Campus on the River.* New York 16: Thomas Y. Crowell Company, 432 Fourth Avenue. 1959. 190 pp. \$1.95. The author, in a series of stories points out that the college professor, contrary to public opinion, does not live in an ivory tower. He lives and struggles in the intense atmosphere of a hierarchy where promotion and prestige depend upon his achievement as a scholar. Here is American college life portrayed in these twelve short stories.

OGILVIE, ELISABETH. *Blueberry Summer.* New York 36: Scholastic Book Services, 33 West 42nd Street. 1960. 192 pp. 25¢. The story of Cass and her two boy friends.

O'ROURKE, FRANK. *The Bride Stealer.* New York 16: William Morrow and Company, Inc., 425 Park Avenue South. 1960. 126 pp. \$3. According to legend, Talache Coyote was a daring man who stole from the rich to give to the poor. However, he would become particularly incensed when a young girl was forced into an unjust marriage. Then, he would swoop down, even in the middle of the ceremony, and steal away the bride. Alas, he had disappeared ten years ago.

The Pacific Northwest. New York 20: Golden Press, 630 Fifth Avenue. 1959. 160 pp. \$2.50. Third in the series of Golden Regional Guides (a companion volume to *The American Southeast* and *The American Southwest*), this illustrated book provides detailed information on the climate, geography,

cities, industries, parks, and historic sites of the Pacific Northwest. Museums, wildlife sanctuaries, best places for hiking, fishing, hunting, and mountain climbing are fully described. Over 350 full-color pictures show the mountains, deserts, volcanoes, glaciers, minerals, forests, plants, and animals of the Evergreen Playground, from the Rocky Mountains to the Pacific Coast—plus maps and suggested itineraries. This is an invaluable guide for tourists and arm-chair travelers alike.

PALLAS, NORVIN. *The Scarecrow Mystery*. New York 18: Ives Washburn, Inc., 119 West 40th Street. 1960. 179 pp. \$2.95. When Ted Wilford was asked by the editor of the *Town Crier* to interview the leader of a truckers' union that was threatening a strike, he thought it might be interesting but not exciting. Home on vacation from college, he was helping out as usual in the local newspaper office. But suddenly, after his talk with the man, he found himself involved in the mysterious disappearance of a microfilm containing union records.

PEASE, HOWARD. *Mystery at Thunderbolt House*. New York 36: Scholastic Book Services, 33 West 42nd Street. 1960. 320 pp. 35¢. Jud's family inherits both a mystery and a great gray house in San Francisco. His search succeeds just before the great earthquake and fire wipes out every clue forever.

PERDEW, P. W. *The American Secondary Schools in Action*. Boston 11: Allyn and Bacon, Inc., College Division, 150 Tremont Street. 1959. 363 pp. \$5.50. This book is based upon the premise that the arts of the skillful secondary-school teacher can be learned. This learning develops best in an educational situation which provides for extensive contact with adolescents in junior and senior high schools. Direct experience with young people needs to be evaluated through careful study of the principles of secondary education and in terms of the knowledge about adolescents that is derived from research. To help the prospective teacher understand both the practical and the theoretical aspects of teaching, this book combines analyses of numerous hypothetical but realistic narratives of incidents in secondary schools with discussions of various aspects of secondary education in America.

After an introduction to the secondary school and some of its personnel, the book presents, in Chapter 2, a picture of the adolescent in modern America. The next five chapters deal with the work of the teacher within the secondary school, including planning, methods, curriculum, guidance, and evaluation. Chapters 8, 9, and 10 relate the history of secondary schools in the United States, and the philosophy and sociology of the schools. In the last chapter there is a look at the secondary-school teacher as an individual.

The emphasis throughout the book is on action. The activity of high-school pupils, teachers, administrators, and other adult personnel, working separately and cooperatively, serve as a focus for the discussion. Suggestions for student activities, most of which are to be carried out in secondary schools, are placed at the end of each chapter.

POLLACK, PHILIP. *Careers and Opportunities in Chemistry*. New York 10: E. P. Dutton, 300 Park Avenue South. 1960. 159 pp. \$3.50. Discusses each area of the chemical profession—organic, inorganic, analytical, biochemical physical, and chemical engineering. Two other vital fields of work for chemists, technical selling and commercial chemical development, are explored. Special attention is given also to the excellent opportunities for women chemists and chemical engineers. A special Appendix lists the edu-

cational institutions granting degrees in chemistry and chemical engineering which are approved by professional organizations.

PORTER, H. W.; C. H. LAWSHE; and O. D. LASCOE. *Machine Shop Operations and Setups*, second edition. Chicago 37: American Technical Society, 848 East 58th Street. 1960. 461 pp. \$5.50. Industry and education, plus the utilization of a national survey, produced the first edition of this book—a book designed to meet the specific requirements of modern instruction in machine shop techniques. In line with this objective, this second edition incorporates new, widely used operations and covers the many new developments in the trade. Particularly important to the up-to-date machinist are the new sections devoted to heat treatment and the machinability of metals. The various phases of heat treatment are fully explained, with a recommended procedure given for each phase. The section on machinability deals with the variables which affect the ease with which a given material may be worked with a cutting tool. Throughout the book there are hundreds of specially prepared illustrations which show the operations, safety measures, and modern equipment in detail.

POTTER, M. D., and B. P. CORBMAN. *Fiber to Fabric*, third edition. New York 36: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 330 West 42nd Street. 1959. 352 pp. \$4.20. This text is based on three objectives. One of these is to meet vocational needs for students expecting to enter into such business careers as retailing and to aid those already in the field. Another objective is to satisfy the needs of consumers. A third objective is to provide teachers of a basic course in textiles.

This third edition offers much new material. New and improved methods of finishing such as wash-and-wear finishes for all-cotton fabrics, are discussed. New strains of cotton fiber, such as SuPima, are evaluated. The new and improved forms of Orlon and Dacron are discussed. Complete discussion of the new fibers Arnel, Creslan, Darvan, Verel, and Zefran is provided. The information includes previously unpublished data. Discussions of the advantages and disadvantages of fabrics made from blends are expanded to include the latest types of blends created with the newer fibers.

The chapter on comparative qualities of the textile fibers is appropriately expanded to consider the relative properties of all twenty fibers. The summary comparative chart is enlarged in scope and content, with the fibers listed alphabetically for greater ease in locating the desired information. The authors believe this chart to be the most complete, yet concise, textile table of its type extant.

Additional and new information on yarn manufacture and types is provided. This includes discussions on novelty, stretch, and bulk yarns with consideration of their advantages and disadvantages.

The revision contains more data on such merchandise as hosiery and rugs. This includes more detailed descriptions of types of knitted hosiery, their gauge and denier. Also, some general information is given on the use of man-made and synthetic fibers in the manufacture of rugs, particularly with regard to the advantages and limitations of these fabrics.

RAEDER, ERICH. *My Life*. Annapolis, Maryland: United States Naval Institute. 1960. 448 pp. \$6. This book is the frank and modest autobiography of a noble man. It is the unglossed account of the life of a naval commander who, after forty-nine years of dedicated service to the German nation, reached the pinnacle of professional achievement. It is the memorial

of a great leader who never neglected to praise or thank his subordinates for a job well done.

Erich Raeder was born in Saxony in 1876. His father was a conscientious, God-fearing schoolmaster. As a child, Raeder had the love of a strict but affectionate mother. At the age of eighteen, he was sworn in as a cadet in the Imperial German Navy. From that point on, his star of destiny was ever on the ascent.

Finally, the autobiography describes Grand Admiral Raeder's final break with Hitler and his suspected implication in the plot to assassinate the Fuhrer—a charge of which he was completely exonerated. The book closes with the author's personal account of his trial before the International Military Tribunal at Nurnberg at the close of which he was sentenced to life imprisonment in Spandau. Because of his deeply religious faith—for religion formed a vital part of his disciplined character—Raeder maintained a stoical resignation throughout the entire trial and its outcome.

In sum, this autobiography pictures the life of a just, upright, and conscientious man whose patriotism and devotion to duty transcended his entire life. It supplies a candid picture of a courageous and chivalrous leader who devotedly and unflinchingly performed his responsibilities to his beloved Fatherland.

Reading in the High School. Lawrence: Dean of the School of Education, University of Kansas. 1960 (February). 48 pp. Discusses reading skills and methods of teaching them in language arts, social studies, science, mathematics, and industrial arts as well as presents information on research in readability, retarded readers, reading improvement, reading factors, and bibliographical studies of reading materials.

REED, W. M. *The Earth for Sam.* New York 17: Harcourt, Brace and Company, 750 Third Avenue. 1960. 248 pp. \$4.95. This is the story of the earth from the beginning of life to the beginning of history. Giant dinosaurs and Brontosaurus, sea beasts and dragons of the air, the saber-toothed tiger and the little animal that became the ancestor of the human race, move through its pages. The reader learns of the many periods of the earth's history and how they have been pieced together from the fascinating records left by plant and animal fossils, ancient skeletons, and rock formations.

REED, W. M. *The Stars for Sam.* New York 17: Harcourt, Brace, and Company, 750 Third Avenue. 1960. 189 pp. \$4.50. In recent years, man's knowledge of the universe from the sun to the farthest galaxy of stars has increased by leaps and bounds. With the coming of the space age, our boundaries are being constantly expanded. Here, in one volume, is an account of the universe as we know it today.

REEDER, RED. *2nd Lieutenant Clint Lane: West Point to Berlin.* New York 16: Duell, Sloan and Pearce, Inc., 124 East 30th Street. 1960. 248 pp. \$3.50. This story tells of the adventures of 2nd Lieutenant Clint Lane in Europe. Although the author was once a second lieutenant himself, and expertly knows that life, he traveled recently in Germany and France to make certain that this story accurately portrays the life and problems of today's modern army lieutenant.

ROBINS, LEWIS, and REED HARRIS. *The Living Method Shorthand Course.* New York 16: Crown Publishers, Inc., 419 Fourth Avenue. 1960. \$9.95. This is the "Living Method Version" of the original Gregg, Pitman, Rapid Writing shorthand systems. Included in the complete course are two complete instruction manuals—Book I: *Basic Instruction Manual*; Book II:

Recorded and Advanced Dictation, each 96 pages. Also included are four 33 1/3 rpm double-faced records with a total of 40 lessons, with the last lesson dictated at a speed of 120 words per minute.

ROBINSON, CHARLES ALEXANDER, JR. *The First Book of Ancient Rome*. New York 22: Franklin Watts, Inc., 575 Lexington Avenue. 1959. 69 pp. \$1.95. The author traces the history of Rome from its earliest beginnings, through the centuries of conquest, the 250 years of peace, to the fall of the tremendous empire that included most of the civilized world. Wise rulers and despots swarm these pages, along with artists, writers, philosophers, generals, politicians, and common citizens of the empire. Those who read this book will gain a greater understanding not only of ancient times but of the modern world as well.

ROPP, THEODORE. *War in the Modern World*. Durham, North Carolina: Duke University Press, Box 6697. 1959. 416 pp. \$10. This is a history of the political and social implications of modern warfare, of the development of military technologies, and of changing concepts of military organization. It evaluates the writings of military and naval theorists and historians for the benefit of civilian social scientists. It deals with battles, campaigns, and weapons in non-technical language and only to illustrate the general story. The result of nearly twenty years of teaching pioneer courses in naval and military history to civilians and R.O.T.C. students, it tells the citizen what warfare is about and the professional the ways in which it is related to political, social, economic, and technological developments.

The book is in three equal sections. The first covers the age of the great captains from the Renaissance to Napoleon; the second, industrial and military revolutions of the nineteenth century; and the third, the world wars of the first half of the twentieth century. The introduction discusses war in general and the ways in which it follows changes in technology, political organization, and the ideas of soldiers' and political leaders. The extensive guide to the soundest and most understandable books on warfare or on a particular war or period, contained in the notes, is regarded by the author as his particular contribution to military studies.

ROWE, D. N. *Modern China*. Princeton, N. J.: D. Van Nostrand Company, Inc., 120 Alexander Street. 1959. 192 pp. \$1.25. This book concentrates upon an analysis of the more recent developments in Chinese history and at the same time includes a briefer coverage of the period from 1839 to 1895. It shows that Chinese development is a matter not only of war and politics, but of cultural and economic change as well. In these 120 years, China has gone from imperial absolutism to republicanism to Communist absolutism. The story is a complex one, but it can be told in simple terms, as this compact study demonstrates. By giving students a brief but dependable foundation for an understanding of recent Chinese history, the author aims to help the reader understand present events and make intelligent estimates of likely future developments.

ROWE, VIOLA. *Promise To Love*. New York 18: Longmans, Green and Company, Inc., 119 West 40th Street. 1960. 188 pp. \$2.95. Misunderstandings come between those who think they are in love. Somehow Barbara and Chuck are involved with their classmates ups and downs in ways that are humorous and exasperating. Only when Barbara admits she is too young to go steady do things become clear.

RUSHMORE, HELEN. *The Shadow of Robbers' Roost*. Cleveland 2, Ohio: The World Publishing Company, 2231 W. 110th Street. 1960. 187 pp. \$2.95. Based on a "true" legend of Oklahoma history and written by an expert storyteller, this is a thrilling account of one family's courageous stand against violence.

SCHIFFERES, J. J. *Essentials of Healthier Living*. New York 16: John Wiley and Sons, Inc., 440 Fourth Avenue. 1960. 351 pp. \$5.50. This book is conveniently divided into five major areas of modern health education: personal health, education for family living, mental health, health hazards, and community health. It reflects all of the significant medical and social research of the 1950's; for example, tranquilizers, space medicine, a new "Essential 4 Food Guide," weight control, psychology of accidents, voluntary health insurance, and radiation hazards.

The author provides numerous teaching aids, including (1) summary review questions for each chapter, with a new vocabulary review, (2) six special exercises for self-teaching and classroom discussion, and (3) an instructor's manual that contains 100 multiple-choice questions with an answer key, a 500-item annotated bibliography of references and suggested readings keyed to the chapters, and information on teaching films correlated with the text. The book includes a wealth of illustrations, anatomical drawings, charts, graphs, historical prints, and photographs—many with color.

SEEMAN, ELIZABETH. *The Talking Dog and the Barking Man*. New York 22: Franklin Watts, Inc., 575 Lexington Avenue. 1960. 192 pp. \$2.95. The spotted dog, Candido, ran away from his Mexican mountain village because he got tired of being the paint-brush supply. Every time a new batch of pottery needed decoration, little clumps of hair came off his hide to make brushes. Meeting Zumar, the barking man, ventriloquist, and medicine man, who became his teacher and good friend, proved wonderfully lucky. How Candido loved singing in the marketplace with Zumar, dancing, and—most important—carrying around the money-basket!

SEMAT, HENRY, and H. E. WHITE. *Atomic Age Physics*. New York 16: Rinehart and Company, Inc., 232 Madison Avenue. 1959. 240 pp. \$2. The National Broadcasting Company, in association with several foundations and public-spirited corporations, announced a plan to teach science by TV. To reach an audience of unprecedented size, it organized a nation-wide course in atomic age physics. Hundreds of colleges across the country agreed to accept the NBC-TV course for credit, among them the nation's leading colleges for teacher training. It is out of this venture that the present volume grew. This book closely follows the second half of the course, though not designed to meet college-credit requirements. It contains, chapter by chapter, the lessons covered by the daily television lectures and demonstrations. It permits the non-credit observer to keep abreast of the course's progress even though an occasional program is missed. It is, moreover, an easy guide to the whole new science of atomics and nucleonics that should prove useful to any student, irrespective of his level of familiarity with the subject.

The book is divided roughly into two parts. The first ten chapters deal with the atom and atomic structure; the last seven dwell on the nucleus and nuclear structure. It begins with an examination of atomic particles and proceeds to explain their nature and behavior. Then it treats the nucleus in parallel manner. The final chapters of the book report the most recent nuclear achievements and point the way to future investigation.

SHUTE, NEVIL. *Trustee from the Toolroom*. New York 16: William Morrow and Company, Inc., 425 Fourth Avenue. 1960. 317 pp. \$3.95. Keith Stewart's well-ordered world revolved around his basement workshop. There he made his models—little engines, little clocks, little things of all sorts that worked. And there he wrote about them for *Miniature Mechanic*, a magazine enjoyed weekly by model makers throughout the world.

His was a happy, though rather uneventful, life—until his sister and brother-in-law went down with their sailing ship somewhere off Tahiti, and Keith became trustee for his ten-year-old niece. Stowed away in the keel of the lost ship were some £27,000 in diamonds—Keith had put them there himself, unknowingly, thinking that they were his sister's "rings, bracelets, and things." The diamonds were his niece's only legacy and Keith was determined, though his means were meager and his experience of the world outside England nil, to recover them for her.

SMITH, STEVIE. *Cats*. New York 22: The Viking Press, 625 Madison Avenue. 1959. 71 pp. \$2.98. There are those who are made uneasy by being in the same room with a cat. There are others to whom a cat, with its individuality, its grace of movement, and its lack of all servility, is the most attractive animal alive. This book, it need hardly be said, is intended for the latter, a much larger group of people, and most delightful they will find it.

A glance through the pictures will be sufficient to show their range and variety: here, alongside the more esoteric Siamese, White Angora, colorpoint, and Blue Persian, are a number of tabbies which, though perhaps more ordinary, are no less endearing than their aristocratic fellows. Particular mention should be made of the close-ups: these feline faces prove beyond a doubt that, even after centuries of domesticity, the cat still remains a distant relative of the tiger.

SPRACKLING, HELEN. *The New Setting Your Table—Its Art, Etiquette and Service*. New York 16: M. Barrows and Company, Inc., 425 Fourth Avenue. 1960. 288 pp. \$4.95. In an almost entirely new book, the author covers all the recent developments in the area of dining that have occurred since World War II, as well as revises and refreshes the standard material in her book.

The revolutionary changes in silverware and china will be of utmost interest to all women—such changes as the radically altered place-setting, stainless steel flatware, plastic dinnerware, earthenware, outdoor equipment.

Flower arrangers will be especially delighted with the new chapter on table decorations which incorporates the recent developments in that area. For the bride, there is advice on selecting china, glass, and silver and a special section on setting the bridal table.

For the hostess, there is sensible advice on the care of table appointments, instructions for training part-time help, tips on what to do about the unexpected guest, and suggested menus for every occasion; in fact, there is no question connected with the dining table that is not answered in this edition.

STEPHENSON, W. H. *A Basic History of the Old South*. Princeton, N. J.: D. Van Nostrand Company, Inc., 120 Alexander Street. 1959. 192 pp. \$1.25. A noted authority on the early history of the South here presents a stirring panorama of this colorful section through two and a half centuries, from 1607 to the eve of the war between the states. He rounds out a picture of regions and social classes, economics and expansion, and the rise of the passionate, self-conscious spirit of nationalism that brought secession. In brief span, the author

sketches the towering figures who personified the history of the Old South, and re-creates the most significant events and movements. The selected documents are a rare gathering of the liveliest of firsthand accounts of the daily life of the plantation, the frontier, and the town.

STEVENSON, G. T., and CORA MILLER. *Introduction to Foods and Nutrition*. New York 16: John Wiley and Sons, Inc., 440 Fourth Avenue. 1960. 531 pp. \$6.25. This is a comprehensive study of nutrition, food selection and buying, food preparation, and family meal planning. These four phases of foods and nutrition are integrated and their interrelationships are clearly defined. The authors consider the science of food preparation in reference to: (1) the nutrients found in the food; (2) the effect of production, transportation, and storage upon palatability, preparation methods, and nutritive value; and (3) the place that the specific food has in the family meal plan.

The authors are concerned with attracting the interest of students towards the fields of foods and nutrition. They have planned this text and reference for a one-semester course in that area, but the book will also appeal to all who are seeking general, reliable information on foods. The terminology of the text is not technical. In place of the usual recipes, basic formulas and general preparation principles have been given. All the subjects covered, together with the tables of nutritives and the "Recommended Daily Allowances" provide the means for a complete analysis of the diet and comparison with allowances.

STEWART, MARY. *My Brother Michael*. New York 16: M. S. Mill Co., Inc., 425 Fourth Avenue. 1960. 313 pp. \$3.95. Perhaps it was coincidence—or perhaps Camilla Haven unintentionally invoked the gods that afternoon in the crowded Athens cafe when she wrote to a friend: "Nothing ever happens to me. . . ."

But a few hours later—and by happenings extraordinary indeed—Camilla was in Delphi, in the company of Simon Lester, a most charming, but quietly determined, Englishman—and in the middle of a nightmare beyond her wildest dreams.

In his words, Simon had come to Delphi to "appease the shade" of his brother Michael, killed some fourteen years earlier on Parnassus. From a curiously excited letter Michael has written before his death, Simon believed his brother had stumbled upon something of great importance, something undoubtedly hidden in the craggy reaches of the mountainside, near the site of his death.

STONE, PATTI. *Nina Grant: Pediatric Nurse*. New York 18: Julian Messner, Inc., 8 West 40th Street. 1960. 191 pp. \$2.95. When Nina Grant was graduated as a registered nurse, she chose the most difficult career in her field—pediatrics. She was thrilled when a Texas hospital accepted her as a student, but awed by her new responsibilities. From the very beginning, her heart was torn by the suffering of sick children. She was warned not to become too emotionally involved, yet how could she help but identify with each of her little patients? An orphan herself, she knew that "tender loving care" was more than a hospital rule. It was the profound, invisible line that divided an adequate nurse from a good nurse, and Nina longed to be exceptional. She worked and studied, ignoring dates and dances. Nothing mattered but her career—then she fell in love with Dr. Halpern. The author, a former nurse, writes with authenticity so that the private world of a great hospital comes to warm, dramatic life.

The Story of Yankee Whaling. New York 20. Golden Press, 630 Fifth Avenue. 1959. 153 pp. This book tells the story of American whaling. Old drawings, whalemens sketches, period prints, paintings, and photographs have

been selected in an effort to set forth what is virtually a pictorial history of whaling.

STOUTENBURGH, J. L., JR. *Dictionary of the American Indian*. New York 16: Philosophical Library, Inc., 15 East 40th Street, 1960. 468 pp. \$10. An up-to-date source book for the student, researcher, or individual who wants a clear, unbiased picture of the American Indian, who is often talked about but much misunderstood. Early works on the Indian were written when feelings ran high against the "savages," and many present-day works are by authors with strong feelings for one tribe or area. This comprehensive work combines information from all of these sources, as well as being the product of five years of research, interviewing, and travel in the United States.

SUTTON, MARGARET. *Judy Bolton: The Discovery at the Dragon's Mouth*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 182 pp. \$1. While on a trip to Yellowstone Park and the picturesque Dragon's Mouth Geyser, Judy Bolton helps her husband, an FBI agent, solve a bank robbery that had baffled investigators. For ages 10 to 15.

SWIFT, JONATHAN. *Gulliver's Travels*. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 320 pp. 50¢. Swift's bitter and devastating satire, the fantastic tale of the four voyages of Lemuel Gulliver, an honest, blunt English ship's surgeon.

TANNER, LOUISE. *Here Today*. New York 16: Thomas Y. Crowell Company, 432 Fourth Avenue. 1959. 319 pp. \$4.50. The author has dissected the careers and personalities of a handful of hopefuls, American born and bred, in the changing social climate of the past few decades. Within these pages the author has captured the lives of fourteen young people, famous or infamous, depending upon your point of view. Each of these people reached renown or notoriety when he or she was young; and the author points out how each one reacted in later years to the impact of early prominence. In the record of their hopes and their triumphs, of their disillusionments and failures, lies the dramatic social history of a turbulent half century.

THANE, ELSWYTH. *Washington's Lady*. New York 16: Dodd, Mead and Co., 432 Fourth Avenue. 1960. 384 pp. \$5. This book abounds in revealing anecdotes of both the Washingtons. Its insights into their personalities are compelling, for they are soundly and perceptively based on the facts. The author reproduces the very texture of the Washingtons' existence at Mount Vernon and re-creates the hidden drama of their private life during the heroic years of exile from the home that meant so much to them—the eight years of the War, when Martha regularly wintered at headquarters, and the two terms of the Presidency.

THOMAS, HENRY. *The Wright Brothers*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1960. 126 pp. \$2.50. "Fliers or Liars" was the headline in a Paris paper when the news broke that Orville and Wilbur Wright had successfully launched a flying machine. And the writer of the story made it clear that he thought they were liars. After that first flight at Kitty Hawk, North Carolina, in 1903, the Wrights' home-town newspaper in Dayton, Ohio, did not even run the story immediately, so convinced was the editor that it could not possibly be true.

THROM, E. L. *The Boy Engineer*. New York 20: Golden Press, 630 Fifth Avenue. 1959. 252 pp. This book provides an over-all view of the development of engineering, what it encompasses, and what types of work are involved in the field, and the training required. These facts are presented through descriptions of outstanding jobs completed. It is composed of an

introduction, an appendix, an index, and ten chapters titled as follows: A Career in Engineering, Prehistoric Man as an Engineer, The Ancient Egyptians, Engineering Marvels of the Greeks and Romans, Europe in the Middle Ages, From the Industrial Revolution to the Atomic Age, Civil Engineering, Atomic Energy and Solar Energy, Space and Rocket Engineering, Minimum Admission Requirements of Engineering Colleges, and Sources of Pamphlet Material.

TILBROOK, R. H., and A. N. COURT. *Look at London*. New York 16: Sterling Publishing Company, Inc., 419 Fourth Avenue. 1960. 32 pp. \$1. Beautiful full-color photos—45 of them—show many interesting places, from Buckingham Palace to the famous house on No. 10 Downing Street, and there are magnificent views of the less well-known but typical spots that the average tourist might have difficulty finding. A talented English photographer and a clever English director have produced this paperback panoramic and proved that one picture is worth a thousand words.

TOLSTOY, LEO, translated by Aylmer Maude and J. D. Duff. *The Death of Ivan Ilych and Other Stories*. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 304 pp. 50¢. Tolstoy dissects the basic drives, emotions, and motives of average people searching for spiritual knowledge. With an afterword by David Magarshack.

TRESSLER, J. C.; H. I. CHRIST; A. E. TERINO; and M. M. STARKEY. *English in Action*, seventh edition. Boston 16: D. C. Heath and Company, 285 Columbus Avenue. 1960. Book I, 512 pp. \$3.60. Teacher Edition, \$3.60; Book 2, 512 pp. \$3.60. Teacher Edition, \$3.60; Book 3, 512 pp. \$3.76. Teacher Edition, \$3.76; Book 4, 512 pp. \$3.76. Teacher Edition, \$3.76. This is a four book series consisting of a textbook for pupils in each of grades 9 to 12 and a teacher's edition composed of the pupils textbook plus a 152 to 172-page *Teachers Manual and Answer Book* for each. There is specific guidance for new teachers and interesting material for all teachers. The Manual includes syllabi for a year's program, tested teaching devices, and additional motivations. Also there is a Practice Book containing exercises giving further experience in using language correctly. The exercises are easy to check and each book is designed for individual or group practice. A complete set of Mastery Tests with answers is furnished with each book. There is also a Teacher's Edition of the Practice Book. This is the student's book with over-printed answers and a set of supplementary tests, a battery of tests supplementing the testing programs in the text and in the Practice Book. Answers are included in each set.

This series presents grammar not as a sterile discipline, but as a means of communication. The grammar program in the texts helps students (1) to speak and write effective sentences, (2) to test the correctness of their sentences, (3) to punctuate to convey meaning, and (4) to understand writing that may be intricate or difficult.

The division of each course into two parts—Language Activities and the Handbook of Grammar and Usage—is convenient and functional. Drill exercises are out of the way when not required, but are instantly available for the individual or the class that needs practice. The Handbook is an excellent reference tool with all the grammar and usage rules a student in each grade needs.

The series accepts the philosophy that there is no royal road to competence in communication. The language skills require hard work and application from the student. But the series proves that studying the language arts can often be fun and can always be interesting. Exercises and activities constantly

draw upon the social sciences, the arts, and the sciences. A range of interests is represented in the continuity exercises (grammatical exercises presented in story or article form). Subjects include: "The World of the Tides," "Baseball in December," "The Overland Mail and the Pony Express," "Collecting Antique Cars," "Herman Melville and the White Whale."

The projects are real projects—whether they concern writing a letter of application for a summer job or doing a fairly complex bit of research in the library. The standards in the book are realistic. The models for written work were produced by competent boys and girls all over the country. This is writing that students feel they can equal, and they are challenged to try.

The seventh edition contains basic material for all students. The generous amount of content in each text allows the instructor wide choice. It contains special projects for the gifted boy or girl. Many of these can be carried out by the student individually. In the Teacher's Manuals there are syllabi for both normal and slow groups and additional projects for the gifted student. A suggested program coordinating language activities with grammar and usage exercises is also included.

Because testing is one of the best ways of teaching, each book provides two tests, generally diagnostic and a mastery test, for the major concepts of grammar and usage. The medians for the mastery tests—representing the scores of 17,000 students throughout the United States—give the teacher an objective standard against which to measure the achievements of his class.

TULLY, ANDREW. *A Race of Rebels*. New York 20: Simon and Schuster, Inc., 630 Fifth Avenue. 1960. 253 pp. \$3.75. This novel is the story of determined men rebelling against a brutal dictatorship. It is set in Havana at the height of the Cuban revolution, where the streets echo with gunfire as the Batista forces dig in for a last desperate defense and Castro's bearded young rebels swarm into the city. It is also the story of another rebellion: one man's rebellion of the heart. The man is not a fighter, not even a Cuban. He is an American journalist, an *observer* of war—as he has always been only an observer of life—covering the events of the revolution, going into the hills to view the rebel camps and filing dispassionate *dispatches*.

TURNBULL, LUCIA. *Fairy Tales of India*. New York 10: Criterion Books, Inc., 257 Fourth Avenue. 1959. 180 pp. \$3.50. From the enchanted world of India—the India of many, many years ago—comes a glittering collection of fairy tales, as old and as new as the very language of wisdom.

VALENTIN, ERICH. *Mozart: A Pictorial Biography*. New York 22: The Viking Press, Inc., 625 Madison Avenue. 1959. 144 pp. \$6.50. This book shows in words and pictures many facets of Mozart's personality, from his brilliant boyhood as a child prodigy playing before all the scintillating courts of Europe to his final poverty and neglect. The author separates reality from legend in this biography, sets Mozart in the context of eighteenth-century society, and creates a background for some of the most dearly loved and often-played music of the Western world. Including facsimiles of original scores, 160 illustrations depict the story of Mozart's varied career, a career which saw the first productions of such now familiar operas as the *Marriage of Figaro*, *Don Giovanni* and the *Magic Flute*. Mozart was always a great personality as well as one of the world's greatest composers. This illustrated biography reveals how truly great he was.

Van Nostrand's *Scientific Encyclopedia*. Princeton, N. J.: D. Van Nostrand Co., Inc., 120 Alexander Street. 1958. 1849 pp. \$29.75. This is the standard one-volume scientific and engineering encyclopedia—a comprehensive

reference library of the major sciences and fields of technology. Prepared by outstanding authorities, it gathers together in succinct, easily used form the virtually innumerable facts of modern scientific knowledge and achievement. Now in this third edition, greatly enlarged, completely revised and reset, it reflects not only basic principles, but also the tremendous practical advances of our times in atomic energy, in the penetration of outer space, and in the fields of biochemistry where the frontiers against disease and age are being steadily advanced. It is a survey of mathematics, the physical and biological sciences, engineering and medical technology presented in a form available in no other single book.

Its clear and revealing text is enhanced by more than a thousand illustrations in color and black and white, which make the words come alive and give new clarity to difficult concepts and abstruse ideas. The effective plan of cross-referencing knits together the fourteen thousand articles, making instantly available the fundamental principles and practical applications of any chosen subject.

VANDEN EECKHOUDT, J. P. *A Butterfly Is Born*. New York 16: Sterling Publishing Company, Inc., 419 Fourth Avenue. 1960. 91 pp. \$2.50. The graceful butterfly is only the final stage of a strange and wondrous process. Born as a lowly caterpillar, it must experience a complete metamorphosis during its life cycle. More than 120 magnificent photos show this remarkable development. Youngsters will view with fascinated awe how the butterfly deposits her eggs on a leaf, how the eggs hatch, and the fuzzy caterpillars travel from their birthplace, devouring the vegetation in their path and leaving a silken thread behind. The successive moltings, the spinning of the cocoon, and the triumphant emergence of the butterfly are shown in step-by-step pictures that dramatically demonstrate the mysteries of birth and transformation.

Velaquez Spanish and English Dictionary, revised edition. Chicago 7: Follett Publishing Company, 1010 W. Washington Blvd. 1959. 780 pp. \$7.50, plain; \$8.50, indexed. For over 100 years and through many editions, the completely self-pronouncing Velaquez Spanish and English Dictionary has been the scholars' highest authority—in Spain, in Spanish America, in Great Britain, and in the United States. This newly revised edition, the first in many years, brings both word lists, the Spanish-English and the English-Spanish, completely abreast of the times. Among the new words pronounced and translated are such entries as: afterburner, aureomycin, babysitter, Bermuda shorts, carport, chloromycetin, drive-in, fallout, high fidelity, litterbug, motel, spaceship, supermarket, thermonuclear, transistor, vinyl, and many, many others. And for the user's convenience, all these new entries are incorporated in a single alphabetical word list for each language.

Also revised are the lists of geographical terms, Christian names, common abbreviations, monetary units, and weights and measures. Particular attention has been paid to terms and idioms commonly used in Spanish America and the United States, since commercial and friendly relations between these two great regions of the modern world are daily becoming more frequent and important.

VITRAY, LAURA. *Fashion for Cinderella*. New York 16: Dodd, Mead and Co., 432 Fourth Avenue. 1960. 255 pp. \$3. This book is about dress-making—but it also shows the friendship that may grow up among French and American young people, as they learn to respect and understand one another while working together.

WALKER, A. L.; J. K. ROACH; and J. M. HANNA. *How To Use Adding and Calculating Machines*, second edition. New York 36: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 330 West 42nd Street. 1960. 256 pp. \$2.96. This is a text-workbook designed to give the student basic skill training on the types of adding and calculating machines most frequently used in up-to-date office procedure: the ten-key adding machine, the full-key adding machine, the rotary calculator, and the key-driven calculator.

Each segment is divided into lessons. Ten hours of work are provided on each of the adding machines and twenty hours on each of the calculators—a total of 60 hours in all. The presentation is simple and direct. Illustrations, diagrams, and examples help the student to follow the instructions step by step with complete confidence. The lessons have been planned with an accent on the functional application of basic skills to everyday business office problems. Each lesson presentation is generally organized around such vital skill-development features as problems, testing knowledge, improving skills, office assignments, supplementary problems, and timed progress check.

WEAVER, E. C., and L. S. FOSTER. *Chemistry for Our Times*. New York 36: McGraw-Hill Book Company, Inc., 330 West 42nd Street. 1960. 672 pp. \$5.72. This book presents chemistry as a coherent science. Unit organization provides the framework for the content. A valuable feature of the book is that concepts introduced in one unit are developed throughout succeeding units. Thus as a student matures in the understanding of chemistry, the concepts provide a connecting thread and continuity which smooth the way for him to add to his knowledge of chemistry by building upon basic concepts already learned. For example, the principle of oxidation-reduction is introduced in Chapter 4 under ordinary burning (even here, however, the idea is developed beyond combination with oxygen only). Next, in Chapter 5 oxidation-reduction is defined as oxygen transfer when the reducing properties of hydrogen are illustrated. In Chapter 11 the concept is broadened and woven into the fabric of the electron-structure principle. Further, the principle of electron transfer is used to balance oxidation-reduction equations. Finally, in Chapter 29, oxidation-reduction concepts are applied to electrochemistry in which oxidation occurs at the anode and reduction at the cathode.

To cite another example, acids and bases are introduced in the conventional way in Unit IV, with a description of the behavior of aqueous acid and alkaline solutions. A parallel behavior is observed in the absence of water when fused silicates are discussed. And the entire concept is extended and applied in Unit VI when the importance of industrial acid and basic chemicals is described.

The inductive approach is followed in this book. Theory, which is essentially an explanation, is introduced when a need for explanation arises. Elements are first described and their chemistry developed. To explain this chemistry, the atomic and molecular theories are introduced. These theories are further amplified by the use of modern ideas concerning the structure of atoms and the nature of the chemical bond.

WEBB, K. B., editor. *Light from a Thousand Campfires*. New York 7: Association Press, 291 Broadway. 1960. 384 pp. \$4.95. This book commemorates the American Camping Association's 50 years of significant contributions to the physical, mental, emotional, social, and spiritual growth of children through effective camping policies and practices, administration and operation.

More than 200 camping leaders from private, public, school, and church camps, working with the editor and the Publications Committee of the American Camping Association, screened this enduring literature of camping from the pages of *Camping Magazine*, official ACA journal. Based on firsthand observations and experiences, it is the first all-inclusive omnibus of organized camping ever brought together. The book contains inspiring thoughts to help stimulate, motivate, enliven, and guide children to greater achievements. It is a complete treasury in which both wisdom and humor have been skillfully interwoven into the complete camping operation.

WEBB, R. N. *With Caesar's Legions*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 170 pp. \$1.95. Julius Caesar invades the Isle of Britain in 55 B.C., and discovers unexpected aid from a fierce, cave-dwelling tribe. For the tribe's young prince, it means a visit to Rome and a first glimpse of civilized splendor.

WEBER, J. S., Editor. *Good Reading*, 18th edition. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 288 pp. 75¢. This is a descriptive bibliography of about 2,000 titles prepared by the Committee on College Reading and organized under helpful subject areas.

WEEMS, J. E. *Race for the Pole*. New York 17: Henry Holt and Company, Inc., 383 Madison Avenue. 1960. 256 pp. \$4.50. On the morning of April 23, 1909—seventeen days after he became the first man to reach the North Pole—Commander Robert E. Peary rested in an Arctic outpost. Five months later, in September of 1909, hundreds of newspapers in this country and abroad proclaimed another man "Discoverer of the Pole." Said the *New York Herald*: "He who first stood upon the apex of the world, Dr. Frederick Albert Cook, was welcomed home yesterday amid a demonstration of popular confidence and enthusiasm without parallel in the city." Said the *New York World*: "The question used to be, what lies around the North Pole? Now it is, who lies about it?"

The battle, begun one year earlier, was now waged in full. The *New York Times* rallied to Peary's defense—and published the articles they had commissioned from him before he departed on his trip. The *Herald*, having purchased Cook's account, was committed to the Doctor's claim. Scientists, Congressmen, and amateur explorers quickly entered the fray, prolonging a controversy that aroused and amused the world.

WELLMAN, M. W. *Appomattox Road*. New York 18: Ives Washburn, Inc., 119 West 40th Street. 1960. 181 pp. \$2.95. In this last of three books about Clay Buckner and his adventures with the Confederate Iron Scouts—the first two are *The Ghost Battalion* and *Ride, Rebels!*—he shares with his comrades the last desperate year of the Civil War. Defeat loomed ahead, but neither Clay nor his fellow Scouts would admit the possibility. Each Scout took advantage of every opportunity to harass, spy on, and fight the Union Armies.

WELLS, HELEN. *Cherry Ames, Island Nurse*. New York 10: Grosset and Dunlap, Inc., 1107 Broadway. 1960. 184 pp. \$1. Little does Nurse Cherry Ames realize when distinguished Sir Ian Barclay is rushed by his nephew Lloyd to Hilton Hospital that her newest case will carry her north to misty, sea-beaten Balfour Island, off the rugged coast of wind-swept Newfoundland. "Sudden hemorrhage of a peptic ulcer," Dr. Joe Fortune had quickly diagnosed, and Cherry is assigned to care for the truculent but endearing old Scotsman.

WESTERVELT, V. V. *Choosing a Career in a Changing World*. New York 16: G. P. Putnam's Sons, 210 Madison Avenue. 1959. 160 pp. \$2.75. This is a guide designed to help young people better understand themselves so that they can make workable plans to carry out their dreams in the adult world. It is aimed at helping them find a career where their special interests and talents will be used to the fullest. It analyzes one's likes and dislikes, the kind of education needed for various career areas, how to get the job desired, how to make good on the job, and whether to play safe or take a risk in the choice of careers.

WHEAT, G. C. *The World of Ants*. New York 20: Golden Press, 630 Fifth Avenue. 1959. 56 pp. This is the story of how ants live, work, and communicate within their colonies. Also available from the same source is *Submarines* by E. C. Stephens (1959. 56 pp.)—the story of underwater craft from the diving bells of 300 B.C. to nuclear-powered ships.

WHITE, T. H. *The View from the Fortieth Floor*. New York 16: William Sloane Associates, Inc., 425 Fourth Avenue. 1960. 478 pp. \$4.95. To John Ridgely Warren, the old phrases of the Laws of Bankruptcy bring the sudden knowledge that he is at once both innocent and trapped. Warren had come to New York, a stranger, to save two great but ailing magazines—*Trumpet* and *Gentlewoman*. Once they had sounded across the land with a voice powerful enough to make all America quiver and listen. But that had been the voice of Abbot Shalom Pepper, their founder, whose philosophy had been "One man plus the truth makes a majority." Warren's philosophy was otherwise. On it and his last desperate effort to save his publishing empire hang the lives and careers of thousands who work for him, as well as the cold ambition of men who see in his destruction their opportunity for fortune—and his own honor.

WILLARD, BARBARA. *The House with Roots*. New York 22: Franklin Watts, Inc., 575 Lexington Avenue. 1959. 183 pp. \$2.95. The author tells in this story how an interest in foreign cars, a party for god-parents, dressing-up to be in shows, and an old baby-buggy contributed to the rescue of The House with Roots.

WILLIAMS, DORIAN. *Horses*. New York 22: The Viking Press, 625 Madison Avenue. 1959. 71 pp. \$2.98. It is not so many years ago that the doom of the horse, so it was claimed, had been sealed by the invention of the internal combustion engine. There is no doubt now of the falsity of this prophecy. Horses are more widely popular today than they have ever been, and it is a purpose of this book to illustrate the variety of roles which they continue to play in the present-day world.

WILLIAMS, JOHN. *Butcher's Crossing*. New York 11: The Macmillan Company, 60 Fifth Avenue. 1960. 239 pp. \$3.95. This is a novel of the American West, specifically the Colorado mountains and the Kansas plains, at the end of the era of buffalo hunters and herds. It is a story of four men, three hardened westerners and an inexperienced boy from Massachusetts, who set out from the prosperous frontier town of Butcher's Crossing, Kansas, on one of the last buffalo hunts. In a draw high in the Colorado mountains the leader of the hunt systematically annihilates the herd, but the men wait too long and are trapped for the winter in intense cold and blinding snow. In the spring, disaster strikes them at a swollen river. The three who make it back to Butcher's Crossing find a ghost town.

WINSLOW, KATHRYN. *Alaska Bound*. New York 16: Dodd, Mead and Company, 432 Fourth Avenue. 1960. 303 pp. \$4.95. Eight different Alaskas lie within the boundaries of the forty-ninth state. Each one is unique in appearance, climate, natural resources, discovery, development, and history. Each occupies a vast region all to itself, marked off by seas, oceans, river systems, mountain ranges, islands, or ice. The author takes the reader on a carefully guided tour through the highways and byways of these magnificent and complex areas, including the Southeastern Coast, Gulf Coast, Western Alaska, Bering Sea Lowlands, Central Alaska, Northwestern Alaska, Arctic Alaska, and Bering Sea Islands. Trips by boat, plane, railway, bus, and car are outlined, and there is a wealth of practical advice on clothing, shelter, food, prices, hunting and fishing, etc., as well as fascinating stories about the history and lore of places visited.

WOODS, G. B.; H. A. WATT; G. K. ANDERSON; and K. J. HOLZ-KNECHT. *The Literature of England*. Chicago 11: Scott, Foresman and Company, 433 E. Erie Street. 1958. 1222 pp. This is Volume Two of an anthology and history covering the period from the dawn of the Romantic Movement to present day. It is composed of four chapters: Revolution and Romance (Romanticism in the Ascendant, 1760-1832); Democracy, Science, and Industrialism (The Victorian Age, 1832-1880); The Break with Victorianism (Fading Traditions and New Patterns, 1880-1914); and The Struggle on the Darkling Plain (A Time of Conflict and Change, 1914-1957).

Included under the first chapter are selections from the following writers: James Thomson, Thomas Gray, William Collins, William Cowper, Robert Burns, William Blake, William Wordsworth, Samuel Taylor Coleridge, Sir Walter Scott, George Noel Gordon, Percy Bysshe Shelley, John Keats, Robert Southey, Thomas Moore, James Henry Leigh Hunt, Thomas Hood, Thomas Lovell Beddoes, Walter Savage Landor, Charles Lamb, William Hazlitt, and Thomas DeQuincey. In the second chapter are selections from the following writers: Thomas Babington Macaulay, John Henry Newman, Thomas Carlyle, John Ruskin, Matthew Arnold, Thomas Henry Huxley, Walter Horatio Pater, Alfred, Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, John Henry Newman, Emily Bronte, Arthur Hugh Clough, Christina Rossetti, James Thomson, George Meredith, Edward Fitzgerald, Dante Garbriel Rossetti, William Morris, Edward Lear, Charles Stuart Calverley, Charles Lutwidge Dodgson, William Schwenck Gilbert, and James Kenneth Stephen. The third chapter contains selections from: William Ernest Henley; Gerard Manley Hopkins; Robert Louis Stevenson; Francis Thompson; Rudyard Kipling; Alfred Edward Housman; Thomas Hardy; John Masefield; Joseph Conrad; Oscar Wilde; and John Millington Synge; while the last chapter contains selections by William Butler Yeats; Winston Churchill; James Joyce; Virginia Woolf; Katherine Mansfield; Thomas Stearns Eliot; Wilfred Owen; Aldous Huxley; Noel Coward; Wystan Hugh Auden; Stephen Spender; George Barker and Dylan Marlais Thomas.

The book contains a number of maps and illustrations. These assist the student in gaining a knowledge of the habits of the people as they lived and in realizing how colorful and many-sided have been the humanities of every age. The authors have attempted to select from contemporaneous sources these graceful illustrations of the life of each period of English history as it was seen by the eyes of the artist of the time. The maps likewise have been made to serve a useful and an interpretive purpose. Each is executed

in a style that is characteristic of the period it represents, and each is based on an actual map of the time.

WOOLF, VIRGINIA. *Orlando*. New York 22: New American Library of World Literature, Inc., 501 Madison Avenue. 1960. 224 pp. 50¢. Spanning three and one-half centuries in England and in Constantinople, Orlando's story is a wild farce and a humorous history.

WYLER, ROSE, and GERALD AMES. *The Golden Book of Astronomy*. New York 20: Simon and Shuster, Inc., 630 Fifth Avenue. 1959. 100 pp. (9¾" x 13"). This is a book that young readers and older ones will enjoy reading. Here are explanations in simple language of familiar things—days and night, moon's phases, the seasons, the stars, etc. Charts and pictures assist the reader in understanding.

You and Your Resources. New York 17: Harcourt, Brace and Company, 750 Third Avenue. 1960. 536 pp. This book expanded by 64 pages, is now a 536-page textbook of materials relevant to science. Chapter 1 sounds the keynote for the book by exploring the student's possible future in science. Unit 1, "Your Resources in Food," and Unit 2, "The Earth's Resources" (an introduction to earth science) are entirely new to this textbook. Unit 7, "Machines as Resources," adds a 31-page section that includes simple machines. "Space Travel" has been rewritten to include the latest knowledge in this rapidly expanding new field of science. In addition to the 174 experiments included in the text, a 31-page section, "On Your Own," provides 39 opportunities for student investigation in chemistry that can be done independently or in group activity by interested students.

The units are arranged in the book in a gradual progression from the familiar (the student's need for food and the necessity of making wise decisions concerning his future well being) to the less familiar (the earth, its mineral and food resources, the chemical nature of the matter, energy, machines, space and space travel). However, since each unit is complete in itself as a teaching section, the units may be taught in any order desired.

Each chapter is divided into convenient assignment sections. Each assignment can be read in approximately 30 minutes allowing time for note-taking or outlining. These 85 study assignments, suited to the school year, provide an organization allowing time for reading, doing activities or projects, and evaluation.

This book makes available a variety of activities for an enriched course in science. The experience approach is stressed as indicated by the 174 experiments built into the reading text; 74 chapter-end activities; and 78 opportunities for student investigation in the "Useful Hobbies" and "On Your Own" sections.

A student workbook, a time-saving booklet of *Teaching Tests* on each chapter and the larger units (96 pages, 8½" x 11" format), *Teacher's Manual and Resource Guide* of 192 pages; and four filmstrips in full color of approximately 36 frames provide many classroom-tested teaching suggestions, ideas for additional activities and projects, lists of audio-visual aids, and reference and enrichment materials for each lesson section in the textbook. Basic philosophy for dealing with slow, average, and rapid learners is developed consistently throughout the *Teacher's Manual*; detailed suggestions for each chapter show how to adapt materials, activities, and student investigations to each of these groups. The varied activity program in this book is helpful in the adaption of this text to various curriculums and to a wide variety of student needs and abilities.

You and Your World. New York 17: Harcourt, Brace and Company, 750 Third Avenue. 1960. 474 pp. This new edition, expanded by 64 pages, is now a 474-page textbook of materials relevant to science. A revised introductory chapter sets the stage for discovery. Units 1 and 3 provide new material on discoveries leading to a longer life, and on growth and development. Chapter 26 adds timely material on satellites and space travel. In addition to the 172 experiments included in the text, a 28-page section, "On Your Own," provides 36 opportunities for student investigation in magnetism and electricity that can be done independently or in group activity by interested students.

Accompanying the book is a program of helpful teaching aids . . . a detailed *Teacher's Manual* with suggestions for teaching approaches and resource materials, a student workbook of classroom activities and science experiences, and a booklet of time-saving objective tests in an enlarged format.

Student interest is captured by the early introduction of topics of direct concern to students themselves: their bodies, their growth and development, and the understanding of their behavior. Science inventories precede each unit. Each chapter is divided into convenient assignment sections. Science vocabulary is taught through the definition, pronunciation, and use in context, of each new scientific term as it is introduced.

This book makes available a variety of activities for an enriched course in science. The experience approach is stressed as indicated by the 172 experiments built into the reading text; 75 chapter-end activities; and the 50 activities for further investigation in the "Daily Discoveries" and "On Your Own" sections.

A student workbook, a time-saving booklet of *Teaching Tests* on each chapter and the units (96 pages, 8½" x 11" format), a *Teacher's Manual and Resource Guide* of 192 pages; and four filmstrips in full color of approximately 35 frames each provide many classroom-tested teaching suggestions, ideas for additional activities and projects, and lists of audio-visual aids and reference and enrichment materials for each lesson section in the textbook.

Your Future Occupation. Washington 4, D. C.: Randall Publishing Company, P.O. Box 7408. 1960. unpag. Herein are the 4-page guidance pamphlets which the company published semi-monthly September 1957 to February 1960. Each of the 4-page pamphlets cover a specific area of work. The collection contained in this book presents information on a large range of occupations.

Pamphlets for Pupils-Teacher Use

ABRAHAM, WILLARD. *A Handbook for the New Teacher*. New York 16: Rinehart and Company, Inc., 232 Madison Avenue. 1960. 64 pp. \$1. Very helpful advice for the beginning teacher—mostly directed toward the elementary teacher.

AMES, W. A. *Principal's Grade Point Handbook*. Veradale, Washington: William A. Ames, High School Principal, P.O. Box 266. 1960. 38 pp. \$2. A table of grade-point averages based on a 0, 1, 2, 3, 4-point scale with an A having a value of 4. Grade points may be ascertained by this table from .021 to 4.000, a perfect average. From this table a person, knowing the number of letter grades and the total points, can find the average without any mathematical computation. An excellent aid for determining class rank to three decimal places.

Book for You. Champaign, Illinois: National Council of Teachers of English, 704 South Sixth Street. 1959. 155 pp. 60¢ or 50¢ each for 20 or more. This is a list for leisure reading for use by students in senior high schools. The books are grouped under a series of categories, or titles, each of which suggests the type of books in each section. They are annotated, including copyright date and name of publisher. Those books that are marked with a star (*) are ones that are judged to be more mature in content. Also included are addresses of publishers and indices by author and by title.

BRYON, R. C. *Twelve Teachers and Their Effects on Students.* Kalamazoo: School of Graduate Studies, Western Michigan University. 1959 (November). 75 pp. 50¢. This booklet presents student-reaction reports from the classrooms (grades 7-12) of 12 secondary-school teachers. These are reports by students on the effects they believed their teachers were having on them. The booklet concludes with a summary of the growing body of research bearing on student-reaction reports.

BURKHARDT, FREDERICK. *Science and the Humanities.* Yellow Springs, Ohio: The Antioch Press. 1960. 28 pp. 50¢. Discusses the need for a balance between science and the humanities. "It is the quest for an education which will not result in culturally stunted technicians on the one hand, or ignoramuses in respect to science on the other."

Can I Be a Technician? Detroit 2: Public Relations Staff, General Motors. 1960. 20 pp. Free. This booklet describes briefly what technicians do and what the opportunities are for young people in various technical areas in industry. Some specific subjects a student might profitably study to prepare himself for employment as a technician are suggested.

Careers for Women in the Physical Science. Washington 25, D. C.: Superintendent of Documents. 1959. 83 pp. 35¢. Discusses the basic preparation recommended for a scientific career, job outlook, kinds of work, and rewards such work offers. It also analyzes data on the employment, education, type of work, and characteristics of women scientists.

Curriculum Materials. Washington 6, D. C.: Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W. 1960. 62 pp. 75¢. Lists bulletins produced by school systems, state departments of education, and colleges in teacher education.

Curriculum Sketches. Franklin Park, Illinois: Leyden Community High Schools, District No. 212, 3400 Rose Street. 1960. 24 pp. This pamphlet was developed out of a teacher's service training program. Each department was asked to submit a detailed description of their course offerings. With this information, one faculty member prepared the brochure.

DAVIDSON, W. C.; M. I. KALKSTEIN; and CHRISTOPH HOHE-NEMSER. *The Nth Country Problem and Arms Control.* Washington 9, D. C.: National Planning Association, 1606 New Hampshire Avenue, N. W. 1960. 62 pp. \$1. The report presents a world-wide survey of nuclear weapons capabilities. The study concludes that the spread of nuclear weapons power can be arrested only in terms of larger disarmament arrangements, binding on large powers as well as small. Smaller countries cannot be expected to renounce their aspirations to achieve weapons which the "have" nations already possess. An international ban on nuclear tests and international controls on nuclear production would make possible a world control system which could prevent the development of nuclear weapons by new countries.

EVERETT, J. B.; MARY DOWNING; and HOWARD LEAVITT. *Case Studies in School Supervision*. New York 16: Rinehart and Company, Inc., 232 Madison Avenue. 1960. 64 pp. \$1. Case studies involving the work of the assistant principal, problems among teachers, corporal punishment, the "needler," merit, homework, report cards, conflicting philosophies, etc.

FINLEY, J. E. *Understanding the 1959 Labor Law*. Washington 3, D. C.: Public Affairs Institute, 312 Pennsylvania Avenue, S.E. 1960. 38 pp. 50¢. Summarizes the contents and analyzes the impact of the Landrum-Griffin Law on American labor and citizens in general. A two-part study of the first major labor-management law enacted since Taft-Hartley, twelve years ago.

HOFFMAN, P. G. *100 Countries—1 1/4 Billion People: How To Speed Their Economic Growth and Ours in the 1960's*. Washington 6, D. C.: Committee for International Economic Growth, 1028 Connecticut Avenue, N.W. 1960. 62 pp. Free. Presents the facts about world needs for the next ten years. The author analyzes the problems of the less-developed nations and makes specific proposals for solving these problems. He argues for a balanced concept of development which is not charity and yet one which is concerned with human need.

Homemaking Education. Austin: Commissioner of Education, Texas Education Agency. 1959. 50 pp. Contains recommendations and suggestions as to course content in grades 9 to 12.

John Dewey in Perspective. Bloomington: Indiana University Bookstore. 1960. 52 pp. \$1.25. Three papers in honor of John Dewey. "Dewey and His Contemporaries" by Harold Rugg; "Dewey's Analysis of the Act of Thought" by Harry S. Broudy, and "Ten Misunderstandings of Dewey's Educational Philosophy" by John S. Brubacker, and also a preface by A. Stafford Claton.

LARSON, GRETA. *Business English Essentials*, second edition. New York 38: Gregg Publishing Division, McGraw-Hill Book Company, 330 West 42nd Street. 1959. 192 pp. \$2. A short, intensive presentation of business English, yet so designed to permit the teacher to begin at the present level of each student. The book is flexible enough so that it may be used for short or long courses. Suggested time schedules and the answers for the worksheets are contained in the *Teacher's Key* for this book.

A Look at Juvenile Delinquency. Washington 25, D. C.: Superintendent of Documents. 1960. 50 pp. 25¢. Juvenile delinquency cannot be solved by punishment alone, or by any other single solution such as a change in the law, punishment of parents, recreation, or youth curfews. This is what this Children's Bureau's new publication states.

Manpower, Challenge of the 1960's. Washington 25, D. C.: U. S. Department of Labor. 1960. 24 pp. Shows by text, graphs, tables, and charts changes in our population and labor force which are expected to take place between 1960 and 1970.

Mathematics. Austin: Commissioner of Education, Texas Education Agency. 1959. 84 pp. The commission on mathematics of 21 members submits a proposed program and recommendations for the 12-grade mathematics curriculum for the state of Texas. After study and trial by local schools during the 1959-60 school year, modification that may be needed will be made. Following this it will be presented to the state Board of Education for final approval. A similar program and recommendations by the Commission on Science (1959. 54 pp.) has been prepared. It too is being studied and

tried in local schools and will be submitted to the state Board of Education for final approval.

Official UTS Agencies. Washington 6, D. C.: Veterans' Testing Service of the American Council on Education, 1785 Massachusetts Avenue, N.W. 1960. 24 pp. Lists official agencies by states where non-high-school-graduate adults may take the general Educational Development Test to earn a secondary-school credential.

Paying for Better Public Schools. New York 22: Committee for Economic Development, 711 Fifth Avenue. 1960. 96 pp. \$2. A statement on national policy by the Research and Policy Committee of the Committee for Economic Development. Four recommendations are made: (1) Mandatory action by the state governments is needed in most states, including almost all of the most populous states, to bring about "immediate reorganization of small school districts into effective units of local government." (2) The state governments should assume a larger share of the financial burden of schools now borne by the local districts, and state funds should be distributed through foundation programs. (3) Financial grants of about \$600 million annually should be made by the Federal government "to support public schools in those states where income per public school child is substantially below the national average." (4) Better local, state, and Federal organization of citizens who appreciate the need for improved education is necessary for improvement of the schools in order to "generate the energy necessary for results." Participation by businessmen, the report says, often can be especially helpful.

Peace and Friendship in Freedom. Washington 25, D. C.: Superintendent of Documents. 1960. 25 pp. 25¢ A report on President Eisenhower's visit to 11 countries in Europe, Asia, and Africa, including some of the addresses he made before, during, and after the visit.

Policies of State Departments of Education for the Accreditation of Service Experience of Military Personnel and of Results on the Tests of General Educational Development, seventh edition. Washington 6, D. C.: Commission on Accreditation of Service Experiences of the American Council on Education, 1785 Massachusetts Avenue, N.W. 1960 (January). 80 pp. Reports the policies of the 50 state departments of education, the District of Columbia, the Canal Zone, and Puerto Rico for accrediting the high-school level Tests of General Educational Development, and for accrediting service educational experiences.

Quality-of-Service Provisions in Salary Schedules, 1958-59. Washington 6, D. C.: National Education Association, Research Division, 1201 Sixteenth Street, N.W. (Public-School Salaries Series, Research Report 1959-R24. December 1959, 48 pages, 75 cents.) This report gives information on the extent to which "merit schedules" of various types have been adopted by the urban school districts that report to the Research Division, the types of provisions adopted, and the extent to which they are used. It does not deal with the *pros* and *cons* of the merit-rating controversy, but gives recent evidence on the outcomes of this discussion. Also available from the same source is *Salary Schedule Maximums for School Administrators, 1959-60, Urban Districts 100,000 and Over in Population* (January 1960. 48 pp. 75¢.) which deals with the maximum salaries scheduled for school building administrators and central office administrators in 119 of the large urban school districts.

ROSENBERG, R. R. *Business Mathematics—Exercises, Problems, and Tests*, second edition. New York 36: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 330 West 42nd Street. 1959. 224 pp. \$2.20.

This is a comprehensive text-workbook on commercial arithmetic. The topics covered are included in a number of courses of study followed in representative schools of different types, located in widely separated sections of the country. The emphasis is on those topics that have vocational-use values. The exercises and problems provide practice in all of the important areas of fundamental arithmetic and business arithmetic.

The organization of the materials on the unit plan saves much time on the part of the teacher in making assignments and on the part of the student in copying problems and exercises. Less time is required for checking and grading finished work, and more of the teacher's time is available for attention to the individual needs of students.

SCHLOSS, SAMUEL, and C. J. HOBSON. *Enrollments, Teachers and Schoolhousing*. Washington 25, D. C.: Superintendent of Documents. 1959. 26 pp. 25¢. Presents the sixth annual fall survey of enrollment, teachers, and school housing in full-time public elementary and secondary schools—made by the U. S. Office of Education.

School Aides at Work. Oneonta, New York: Catskill Area Project in Small School Design, 215 Home Economics Building, State University College of Education. 1959. 24 pp. 45¢. Discusses what are school aides, who they are, what they do, whether the program "pays off," and characteristics of the small school.

School Districts Reporting Scheduled Maximum Salaries of \$8500 or More for Classroom Teachers, 1959-60. Washington 6, D. C.: NEA Research Division, 1201 Sixteenth Street, N.W. 1960 (February). 7 pp. Single copy free with permission to reproduce granted, provided it is not sold for profit and a credit line is given to the NEA Research Division. Lists maximum salaries of classroom teachers with master's degrees, with six years of preparation, and with doctor's degrees in over 100 public school districts.

School Shop Safety. Washington 25, D. C.: U. S. Department of Health, Education and Welfare, Office of Education, Director of Vocational Education, Trade and Industrial Education Branch. 1959. 66 pp. A report of the U. S. Office of Education Conference on the school's contribution to occupational safety through shop safety programs—a digest of the findings, a set of recommendations, and a summary of the discussions.

SCHWARTZ, PAUL, editor. *Folk Dance Guide*. New York 3: P. O. Box 342, Cooper Station, 95 Fourth Avenue. 1960. 38 pp. \$1. This tenth annual edition contains an article on "Folk Dance in the United States," outstanding poetical and prose quotations, a national directory of instruction groups by states, a calendar of annual events, and a selected bibliography of textbooks, master theses, doctoral dissertations, special articles, and current periodicals—all pertaining to the folk dance.

SEIDNER, F. J. *Federal Support for Education: The Situation Today*. Washington 3, D. C.: The Public Affairs Institute, 312 Pennsylvania Avenue, S.E. 1959. 26 pp. 15¢. A summary of our educational crisis.

Selected Bibliography for Curriculum Workers. Washington 6, D. C.: Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W. 1960. 93 pp. \$1. Contains an annotated list of significant books, pamphlets, monographs, and articles published during the calendar year 1959. Classified under three major headings and subdivided under curriculum areas.

The Subcontinent of South Asia: Afghanistan, Ceylon, India, Nepal, and Pakistan. Washington 25, D. C.: Superintendent of Documents. 1959. 72 pp. 40¢. This pamphlet is part of our government's effort to contribute to an understanding of the countries among the American people and to explain some of the important factors which are being taken into account by those who formulate and carry out American foreign policy toward these nations.

TOZIER, VIRGINIA, editor. *The Reading of Youth.* New York 10: Syracuse University Press, University Station, Box 87. 1960. 36 pp. \$1.50. Contains three articles: "Reading and the Delinquent Child" by E. Preston Sharp; "Reading and the Gifted Youth" by Richard L. Carner; and "Reading of Normal Youth" by Julin Losinski.

Trends in State and Local Taxation. Austin: Mrs. Mae Cowan, Secretary, The Texas Study of Secondary Education, 217 Sutton Hall, University of Texas. 1959 (December). 32 pp. 50¢. Report of the eighteenth Annual Spring Conference of the Texas Study of Secondary Education. Also available from the same source are: *Secondary-School Journalism* (1955. \$1); *Labor-Management Relations in the Secondary-School Curriculum* (1956. 50¢); *Evaluative Criteria for the Junior High School* (1956. \$2.50); *Trends in Theory and Practices in the Junior High School* (1957. \$1); *Developmental Reading in Texas Secondary Schools* (1957. 50¢); *Morale Building in Texas Secondary Schools* (1958. 50¢); *Some Aspects of Library Usage in Ninety Texas Secondary Schools* (1958. 50¢).

Unesco in Brief, second edition. Paris 7^e, France: Public Liaison Division, Place De Fontenoy. 1959. 40 pp. An illustrated brochure, comprising questions and answers on important problems dealt with in *Unesco's* program, available in English, French, and Spanish.

WILHELMS, F. T., and R. P. HEIMERL. *Teacher's Manual and Key for Consumer Economics: Principles and Problems.* 1960. 160 pp. Suggests a schedule for use of the textbook on *Consumer Economics* for a 17-19 week course as well as one for the entire school year. Also includes suggestions to the teacher for introducing each unit and a key to all parts of the book.

Your Reading. Champaign, Illinois: National Council of Teachers of English, 704 South Sixth Street. 1960. 109 pp. 75¢. A reading test, organized under 12 major headings, for junior high schools. Those books that are easy to read are marked with a *; those requiring more effort have this sign †. Fiction and nonfiction books are identified.

News Notes

ACCREDITATION TO BE TRANSFERRED

September 1961 has been set as the target date for transfer of high-school accreditation activities in the state of Michigan from the University of Michigan to the State Department of Public Instruction. Several organizations with an interest in the change are being invited to select representatives for an interim committee to work on details of the transfer, according to University Vice-President James A. Lewis and State Superintendent of Public Instruction Lynn Bartlett. Superintendent Bartlett has emphasized that the transfer will be made only if funds are provided for his department to handle this function. At present, school accreditation is handled by state agencies in 47 of the 50 states; only in Michigan, California, and Arizona is a university involved in this process.

The group spelled out the purposes of accreditation in these terms: (1) to certify that accredited schools maintain minimum standards of excellence; (2) to assist and encourage schools in the maintenance and achievement of increasingly higher educational standards; (3) to provide assistance to schools for effective self-evaluation and continued self-improvement; and (4) to provide evaluation service and consultative assistance to schools.

The accreditation program would cover both public and non-public schools, and would remain entirely voluntary in nature. Participating schools would share a portion of the costs involved in evaluating their programs.

When the transfer takes place, this basic group would become a state commission on accreditation, responsible for policy-making. Actual operation of the accreditation program would be handled by an executive committee and school visitation personnel—*Letter to Schools*, University of Michigan, Ann Arbor, Michigan, January, 1960.

MAGAZINE FOR STUDENTS OF THE RUSSIAN LANGUAGE

A new magazine (24 pages), *The Student's Russian Monthly*, is being published by Students, Incorporated, P. O. Box 1627, Washington 13, D. C. It is edited by Dr. Marianna Poltoratzky, Professor, Institute of Languages and Linguistics, Georgetown University, with Professor Helen Bates-Yokobson, Chairman of the Department of Slavic Languages at George Washington University as consultant. The magazine proposes to fill the need for instructive material by publishing, in Russian, a monthly which will present to students interesting and appealing articles on Russian history, art, literature, and science, together with articles of a more general nature. The articles will be written on the *Beginning*, *Intermediate*, and *More Advanced* levels of language achievement. It will not espouse or propagate any political doctrine; its only purpose is to increase the students' knowledge of the Russian language and culture. Rates are: single issues, 50 cents; 6 months, \$3.00; one year, \$5.50. Issue Volume I, No. 1 carries the date of January 1960.

RANKING SENIORS

Ranking seniors is one of the necessary evils of our school system. Some educators have not stopped to consider the purpose of ranking, so they have continued to use the old traditional method that was handed down in their system. This involved a rank according to grades made on the permanent record, and was relatively fair and simple as everyone took the same subjects.

However, as new curriculums, along with numerous electives, were added, it became apparent that there was too wide a variance in the degrees of subject matter difficulty. For example, you could no more compare the degree of difficulty in mastering a skill subject like typing and a subject in the field of English than you could compare a marble to a diamond. Many mediocre students soon saw that they could choose the easy subjects and, at graduation time, come up with a much higher ranking than their intellectual achievement actually merited. A careful study of the top ten in our school for the last five years showed this to be true in about twenty per cent of the cases. We compared the students' grades with ITED and PSAT scores. We also followed their success in college to see if our predictions were accurate. (They were.)

We attacked the situation by asking, "What is the purpose of ranking?" We decided that the main purpose was to rank students according to probable academic success and at the same time to rank them on what our state and our school system believed to be the basic requirements of graduation. Our state requires sixteen units to graduate. Of these, eight are required subject matter. Our school requires one additional unit. We rank our students on these nine basic units. (Three of these are in English.)

We believe that these nine basic units are good predictors of college success and are at the same time basic to high-school graduation. Likewise, we believe that this method of ranking is fair to everyone since everyone is required to take the same subjects. We are also hoping that many of our students who used to choose easy subjects will now take the more difficult ones as the resulting grades will not affect their ultimate rank.—L. E. Lowe, Principal of the Butler Metropolitan School, Butler, Indiana.

JOHN HAY FELLOWSHIPS FOR 1960-61

Eighty-three public high-school teachers have been awarded John Hay Fellowships for a year of study in the humanities during 1960-61. There are twenty more Fellowships than were awarded in 1959. Most of these teachers, from seventeen states and the District of Columbia, teach English and history and the other social studies. Others are instructors in foreign languages, art, music, science, and mathematics.

Each Fellow will receive a year's leave from his school system and will study in the humanities at one of six universities: California, Chicago, Columbia, Harvard, Northwestern, and Yale. Fellowships include a sum equivalent to the teaching salary for 1960-61 in addition to full tuition, health fee, and transportation costs for each Fellow and his family.

For more than one third of the Fellows part of the stipend is in the form of sabbatical pay from their schools. One teacher will receive his full salary as sabbatical pay from his school, while the John Hay Fellows Program pays tuition, health fee, and travel. The John Hay Fellows Program, established by the John Hay Whitney Foundation, now operates on a grant from the Ford Foundation.

In announcing the awards for 1960-61, Dr. Charles R. Keller, director of the John Hay Fellows Program said: "Teachers are the key to good education in this country, and public high-school teachers deserve the recognition accorded them by the John Hay Fellows Program. A year of study will enable them to play important roles in the educational revolution which is taking place in the United States. It is good, too, to give support to study in the humanities."

SUMMER PROGRAMS ON ASIA FOR IN-SERVICE TEACHERS

Summer programs on Asia for in-service elementary and secondary school teachers will be held at some thirty colleges and universities throughout the country in 1960. Through assistance from the Asia Foundation of San Francisco and the Japan and Asia Societies in New York, scholarship awards are being offered by a number of the programs. These programs are designed to give the non-specialist in Asian affairs a basic introduction to the major Asian civilizations. Attention is also given to the needs of teachers through guidance in the use of classroom materials, films, and other resources.

Most of the programs, while intended primarily for school teachers, admit other community leaders and students who are not specialists in Asian affairs. Also included in the series of programs are a few which, although emphasizing language instruction and principally designed for more advanced students, offer some non-language courses of an introductory nature that will be of value to in-service teachers and other non-specialists.

Institutions which are presently planning to hold summer programs on Asia include the following: Boston University (Boston 15, Mass.); Brooklyn College (Brooklyn 10, N. Y.); Bucknell University (Lewisburg, Pa.); University of California (Berkeley 4); University of Chicago (Chicago 37, Ill.); University of Colorado (Boulder); Duke University (Durham, N. C.); University of Florida (Gainesville); University of Hawaii (Honolulu 14); Indiana University (Bloomington); Iowa State Teachers College (Cedar Falls); State University of Iowa (Iowa City); University of Kansas (Lawrence); Long Island University (Brooklyn 1, N. Y.); Michigan State University (East Lansing); University of Michigan (Ann Arbor); University of Nebraska (Lincoln 8); New York State University Colleges of Education at New Paltz and Plattsburgh; Northern Illinois University (DeKalb); University of Oregon (Eugene); University of Pennsylvania (Philadelphia 4); University of Rochester (Rochester 20, N. Y.); Rutgers University (New Brunswick, N. J.); Seton Hall University (Newark 2, N. J.); Southern Illinois University (Carbondale); Stanford University (Stanford, Calif.); Syracuse University (Syracuse 10, N. Y.); University of Washington (Seattle 5); University of Wisconsin (Madison 6); and Yale University (New Haven, Conn.).

Further information, including dates of the programs, registration blanks, and scholarship application forms, may be obtained by writing to the Director of Summer Session at the college or university concerned. Additional information is available from Ward Morehouse, Educational Director, The Asia Society, 112 East 64th Street, New York 21, N. Y.

In addition to these programs, several other institutions—for example, Harvard University, New York State University College of Education at Cortland, and the New School for Social Research—are planning or will offer courses or programs which are designed in part for non-specialists or to which in-

service school teachers may be admitted. The summer session catalogs of these institutions, which may be secured to the institution concerned, will provide further information.

COLLEGE INSTRUCTION FOR EMPLOYEES

More than 4,300 General Motors salaried employees took college instruction during their spare time last year under the company's new Tuition Refund Plan. General Motors pays tuition costs up to \$250 a year for eligible employees wishing to further their education. They may take courses that will maintain and improve their skills in performing their work.

"Response to the General Motors Tuition Refund Plan has been very encouraging," said Louis G. Seaton, vice president in charge of personnel staff. "We cannot afford to miss opportunities to increase our knowledge if we are to meet the challenges of an increasingly complex business and industrial society."

Many of the GM employees enrolled in the Refund Plan are taking courses in their spare time toward advanced degrees in scientific and technological fields. The majority, however, are men and women taking undergraduate instruction in various fields that will be of benefit in their work. The program was instituted last June. To be eligible for a tuition refund, an employee must be on the payroll on a full-time basis at the beginning and end of the course term and complete his studies with satisfactory grades.

YOUNG AMERICANS OVERSEAS

More than a quarter of a million American families, and their counterparts from many other lands, are living and working abroad in the great international programs of diplomacy, technical aid, and industry. A major problem faced by these families, particularly those who work in the Far East, the Middle East, and sub-Saharan Africa, is the education of their children. To meet this problem, anxious parents have improvised overseas schools. These schools, most of them less than seven years old, are strung from Japan to Java, from Thailand to Ghana and the Iron Curtain countries.

The International Schools Foundation, with offices in New York and Washington, has been recently funded to bring educational services to such schools in Asia, Africa, and Europe. "In addition to general services," says Dr. John J. Brooks, President of the organization, "we operate a personnel service for placing overseas teachers. We are helping these schools to form their curricula and to get the necessary materials. We are constructing special materials so that these students can take advantage of the living curriculum around them. Finally, we are helping them set up programs of testing and guidance." ISF has recently received funds from The Ford Foundation, Rockefeller Foundation, Carnegie Corporation, The New World Foundation, The Standard Vacuum Oil Company, and other sources. Chairman of its Board of Directors is Arthur Sweetser, of Washington.

Some seventy or eighty of these struggling overseas schools have been contacted by ISF, and first services are beginning to be extended to them. Dr. Brooks, formerly director of The New Lincoln School in New York City and a former member of the faculties of both Columbia and New York Universities, is now engaged in building his own staff and of developing educational services and special projects in connection with this unique chain of schools and the rich potential reservoir of leadership that resides in their

student body. Teachers interested in overseas posts, despite their minimal salaries, or in the general program of ISF are urged to get in touch with Dr. Brooks, The International Schools Foundation, 145 East 49th Street, New York City.

IMMIGRATION—MORAL ISSUES AND THE NATIONAL INTEREST

Number seventeen in the Sidney Hillman Reprint series is a speech by Dr. Paul C. Empie, entitled, "Immigration—Moral Issues and the National Interest." The Sidney Hillman reprint series is designed for classroom use by teachers at the high-school and college level, and a teacher's guide accompanies the reprint. Quantities of up to 100 copies are available without charge from the Sidney Hillman Foundation, 15 Union Square West, New York 3, New York.

Dr. Empie's speech was delivered at the Third Annual Conference of the American Immigration Conference, at the beginning of the current worldwide observance of World Refugee Year. In his address, Dr. Empie asks that the nation re-evaluate its immigration policies in the light of moral standards and in the self-interest of the nation. He questions whether existing immigration policies, as exemplified by current legislation on the subject, can be justified by either common moral standards or even by our own self-interest, and suggest five guideposts for the future.

SCIENCE EQUIPMENT SOURCE

To insure the availability of Physical Science Study Committee (PSSC) equipment, Educational Services Incorporated has selected the Macalaster Bicknell Company of 243 Broadway, Cambridge, Massachusetts, as the manufacturer and commercial distributor of PSSC laboratory apparatus. Macalaster engineers are now working with members of the PSSC staff to adapt apparatus for large-scale production. All items produced by the Macalaster Bicknell Company and bearing the PSSC emblem will be approved by the Physical Science Study Committee.

Most of the apparatus will be in kit form requiring simple assembly operations in keeping with the objectives of the PSSC laboratory program. Every attempt will be made to hold production and marketing costs to a minimum. The advantages of interchangeable parts and various production materials and fabrication techniques are being carefully studied. Modifications of PSSC apparatus designs made to embody such advantages will meet primary requirements of directness and simplicity.

All apparatus necessary for the PSSC course, including a complete line of standard laboratory supplies, will be available from Macalaster Bicknell stocks for the school year 1960-61. A catalog will be circulated to interested teachers and schools. Present plans call for mail-order distribution of apparatus. The firm plans to contact interested teachers by mail with further information.

Educational Services Incorporated is a nonprofit organization founded in September 1958 to administer the Secondary-School Physics Project of the Physical Science Study Committee and to assist other research and development projects in the field of education. In addition to laboratory apparatus, other PSSC course materials developed over the past three years are now being placed in the hands of commercial suppliers. D. C. Heath and Company of Boston publishes the textbook, *Physics* and the *PSSC Laboratory Guide* and *Teacher's Guide*.

The Physical Science Study Committee was organized in 1956 at the Massachusetts Institute of Technology to devise a modern course in physics for secondary schools and to prepare materials for such a course. Its membership includes university professors, high-school teachers, industrial scientists, and technical specialists drawn from many parts of the country. The work of the Committee has been sponsored by the National Science Foundation, The Ford Foundation, The Alfred P. Sloan Foundation, The Fund for the Advancement of Education, and other organizations.

SUMMER SCIENCE INSTITUTE FOR HIGH-SCHOOL STUDENTS

For 30 young people who will be high-school seniors next year, an outstanding opportunity to learn about science and engineering was announced by the University of Illinois. Dean William L. Everitt said the National Science Foundation has approved a grant of \$16,412 for a six-week summer science training program for secondary-school students to be held on the campus at Urbana-Champaign. Prof. Jerry S. Dobrovolsky, head, general engineering department, was named program director. He said applications will be received immediately from students to be selected on basis of academic training, interests, and proficiency in science and mathematics.

The program will start June 13 and continue through July 22. Students will hear outstanding speakers, see activities in university laboratories, and actually carry on projects. They will live in university dormitories. There will be no charge to them except for living expenses. Financial help will be available for any who because of this reason might not be able to come. Plans call for the group to spend three mornings a week in lecture discussions with outstanding authorities from the University of Illinois and from outside. These will be in various fields of science, including physics, mathematics, metallurgy, mechanics, electronics, aeronautics, structures, astronomy, geology, soil mechanics, ceramics, and mining.

WORKSHOP FOR HIGH-SCHOOL JOURNALISTS

Over 1,500 high-school journalists and advisers are expected to attend Ohio University's fifteenth annual Workshop on High School Publications, June 19-25. Last year's record enrollment of 1,416 represented 320 schools from nine states. The workshop is conducted by the Ohio University School of Journalism. Dr. L. J. Hortin, director of the school, heads the workshop staff of 40 members selected for their state and national recognition in high-school journalism.

For the first time, high-school advisers may earn college credit on either the undergraduate or graduate level while attending the publications workshop. Advisers may enroll in a course, "Supervising School and College Publications," and attend the first five weeks of Ohio University's summer term. Participation in the workshop will serve as a basis for case study in the course.

The 1960 workshop will include all phases of yearbook and newspaper production, as well as photography and radio-TV journalism. A special clinic will be held for industrial and science writing. Under the guidance of faculty members and practicing journalists, students prepare and publish a small-sized yearbook and three "model" newspapers.

The workshop was begun in 1946 with a total enrollment of 50. By 1956, more than 1,000 were attending the annual event. In 1959, students and advisers from West Virginia, Illinois, Indiana, Kentucky, Michigan, Missouri, New York, Pennsylvania, and Ohio attended.

NEW KIT TEACHES BASIC ELECTRICITY

A new link in a series of working models which help fifth to ninth grade teachers demonstrate and make understandable the scientific principles of electricity has been introduced by the Science Education Division of the Product Design Company at Redwood City, California. It is the Basic Electricity Kit which includes a small electric motor, buzzer, switch, ammeter, lamp and socket, magnet wire and bar, compass, fuse, resistance, and hooked-up wires. The new kit also has a 6-volt battery, connecting board, and leads—all contained in a fitted carton. Parts are mounted on plastic plates. Electrical connections are easily made.

Accompanying illustrated instructions for the teacher outline a series of 14 simple experiments which teach the nature of electricity; the structure of matter including electrons and atoms; the meaning of volts, amperes, and current as well as resistance and magnetism which are explained in terms of electrons.

The Basic Electricity Kit Model No. 606 has been approved by many states for 50 per cent Federal aid assistance under the National Defense Education Act. Details and cost information on this model and the company's other science teaching tools can be secured from the Science Education Division, Product Design Company, 2796 Middlefield Road, Redwood City.

1960-61 HIGH-SCHOOL DEBATE TOPIC

The Committee on Discussion and Debate Materials of the National University Extension Association reports that the official statement of the question is: "How Can the Security of the Free World Best Be Maintained?" The usual three discussion questions related to this topic are: How might the North Atlantic Treaty Organization best serve the security of the free world? How might the United Nations best serve the security of the free world? What should be the essential features of a world government?

Likewise the following three debate topics have been offered for consideration.

Resolved: That the North Atlantic Treaty Organization should be transformed into a federal government.

Resolved: That the United Nations should be significantly strengthened.

Resolved: That the United States should initiate a federal world government.

The Executive Secretary of the Committee on Discussion and Debate Materials, Dr. Bower Aly, (Box 5302, University Station, Eugene, Oregon), reports that the usual two volumes containing materials for this high-school debate will be printed under the title of *Free World Security: The Thirty-fourth Discussion and Debate Manual*. Volume I will contain articles written especially for the publication; while Volume II will be reprints of articles that pertain to the subject under discussion and that have appeared in other publications. Next fall special packets will be available for sale to schools from "The Forensic Library," Box 8028, University Station, Austin 12, Texas.

SUMMER LABORATORY IN HUMAN RELATIONS TRAINING

The annual summer laboratory in human relations training will again be held at Gould Academy, Bethel, Maine. As a result of the oversubscription to the single laboratory held in 1959 for a heterogeneous population, two three-week sessions (June 19-July 8 and July 17-August 5) serving a mixture of

occupational fields will be conducted in 1960. Session II, however, will be limited to 50 participants. For complete information and a copy of announcement, write Mrs. Mary Dials, National Training Laboratories, Division of Adult Education Service, National Education Association, 1201 16th Street, N.W., Washington 6, D. C.

PRINCIPALS PARTICIPATE IN REGIONAL ORIENTATION CONFERENCES

Between 80 and 90 new and inexperienced principals in North Carolina schools attended the eight regional conferences arranged for beginning administrators last fall. Superintendents had indicated that there were approximately 150 beginning principals in the state this year.

These one-day orientation conferences were held under the sponsorship of the Department of Public Instruction, the Division of Superintendents, and the two divisions of principals. The Central Planning Committee for improving Educational Administration, appointed by Superintendent Charles F. Carroll to carry on the work initiated by the Coordinated State-wide Study of Educational Administration, assisted in planning these conferences. For the third successive year, Dr. Vester M. Mulholland served as program chairman and coordinator of these conferences. More than 100 consultants—consisting of experienced principals, superintendents, supervisors, and college and state department personnel—also participated, as did a number of principals and assistant principals who had been doing administrative work for several years.

Common items on each agenda included the following: resources and services of the State Department of Public Instruction; statutory responsibility of the principal; what a teacher expects of a principal; leadership responsibilities of principals: for supervision of instruction, for human relations, for in-service growth, for curriculum study; question-and-answer period; ingredients of educational leadership and a summary statement. A package of more than twenty items, collected by Dr. Mulholland, was distributed to those in attendance. Highlights of these eight conferences have been summarized in a special bulletin which was distributed in December to superintendents, beginning principals, and others participating in the conferences.—*North Carolina Public School Bulletin*.

GRADING OF HOMOGENEOUS GROUP

If you have homogeneous grouping in your school and have been puzzled over the problem of grading, you will find some information on how some other schools are handling this problem in the February 1960 *NEA Research Memo, 1960-4*. Here is how 21 school districts do it. A single copy of this 9-page *Research Memo* is free from the NEA. Also available from the same source (one copy only) is *Research Memo, 1960-2 on How To Get a Teaching Position in the Public Schools*. This 37-page report contains succinct reports on opportunities, needs, salaries, certification requirements, a list of state departments of education, state education associations, and other agencies that provided placement and/or listing services, etc.

A FILMSTRIP KIT

The American Cancer Society (521 West 57th Street, New York 19) has available a filmstrip Kit, color and sound, for use in schools in a study of the health of youth. The kit titled "*To Smoke or Not To Smoke*," consists of a filmstrip of 84 frames (color, 35 mm.); a 10" disc record (running time 15

minutes); a 24-page *Teacher Guide*; a pamphlet, *Shall I Smoke*; a bulletin board poster, "More Cigarettes, More Lung Cancer"; and a reprint, *Smoking and Lung Cancer*. This kit has been produced to provide teachers and youth-serving groups with a well-rounded aid for presenting information about the casual relationship of cigarette smoking and lung cancer.

Addressing itself directly to teenagers, and particularly students in junior and senior high schools, this filmstrip stresses that each student must decide his or her own individual answer to the question "To Smoke or not to Smoke?" The growing seriousness of lung cancer is graphically presented; research studies showing the relationship between smoking and lung cancer are explained; and the effect of cigarette smoking on the normal functions of the lungs is shown. The importance of early detection in lung cancer is pointed out, and it is emphasized that the best prevention is not to smoke.

The filmstrip is packaged, together with related material, in a durable cardboard container. The kit is devised for use chiefly in health education courses in secondary schools. It may be shown effectively, however, in biology, science, and other classrooms, as well as in assembly programs. Whenever possible it is recommended that a non-smoking physician take part in assembly and other showings.

The filmstrip kit will be used most often and effectively if made available on permanent deposit to school libraries of audio-visual aids. With the filmstrip conveniently at hand, schools are able to fit it most readily into teaching schedules. For complete details write to the American Cancer Society at the above address.

PROJECT ON THE ACADEMICALLY TALENTED

The NEA project on the Academically Talented Student has three focal points of activity. One is a consultant service which provides assistance in program development at the state and local levels. Another is the development of a series of publications in cooperation with other professional education organizations. Three have been published, one is at the printer's, and several others are in various stages of preparation.

In January 1960, a book entitled *Administrative Procedures for the Academically Talented Student* (224 pp. \$1.25) was published as a joint publication of the NEA Project of the Academically Talented and the NASSP. This publication contained a description of a number of programs for these students in high schools throughout the nation.

In February, a 24-page (8 $\frac{3}{4}$ " x 11") pamphlet, entitled *Project on the Academically Talented*, was published which contains descriptions of programs from the January publication and additional ones taken from articles in state education journals from the Project files. Copies of this 24-page pamphlet are available from the NEA, 1201 Sixteenth Street, N.W., Washington 6, D. C. at 25 cents each with the following quantity discounts: 2-9 copies, 10 per cent; 10 or more copies, 20 per cent.

VOCATIONAL INFORMATION

The Bellman Publishing Company, Cambridge 38, Massachusetts, publishes a series of vocational and professional monographs for school use. These monographs give helpful and up-to-date information concerning training requirements, employment opportunities, remuneration and advancement opportunities, trends, advantages and disadvantages, bibliographical materials, etc.

Some of the titles of these monographs, each selling for \$1, are *Chemistry as a Profession*, *Pharmacy*, *The Canning Industry*, *College Registrar as a Career*, *Retailing as a Career*, and *How To Choose a Correspondence School*.

TEACHING ABOUT THE UNITED NATIONS

The Committee on International Relations of the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. announces the following publication of four volumes on teaching about the United Nations: (1) *International Organization and the United Nations*. (Approx. 224 pages. \$1.50.) This volume, written to provide informational background for teachers who are concerned with instruction about the U.N. deals with topics such as the history of international organizations, world conditions that influence the U.N., major changes that have taken place within the organization, and American policy as it relates to the U.N. with a final chapter analyzing common criticisms of the U.N. (2) *Teaching About the United Nations in the Junior High School* (Approx 224 pp., \$1.50). (3) *Teaching About the United Nations in the Senior High School* (Ready about May 15, 1960. Approx. 224 pp.). Items 2 and 3 in the series are how-to-do-it books, presenting ideas, programs, and projects that have been used by elementary-, junior high-school, and senior high-school teachers across the nation to teach more effectively about the United Nations and its specialized agencies. These volumes will include sections on general background information about the U.N., suggestions for using the United Nations to enrich the various subject school projects and extracurricular activities. In sum, the volumes represent practical and useful documents that have been prepared with the assistance of many teachers for use by teachers.

PARENTS AND GRADES

Robert Hudson, social studies teacher at Camelback High School, was curious about the sampling of parents who visited his classes the evening of Camelback's Open House. He kept a record of the names of the visitors, then did a cross-check of the grades their children earned in his classes the first grading period. He found that 44 per cent of the parents had children who subsequently earned 1's; 28 per cent 2's; 16 per cent 3's; 12 per cent 4's; and 0 per cent F's. It is interesting to note that Mr. Hudson gave 19 F's in his five sections of American History, but not one parent of any of these students attended Open House.

SUMMER EMPLOYMENT ROSTER AVAILABLE

A growing number of companies and agencies offer summer employment with related professional experience to physics students and teachers in colleges and to *high-school science teachers*. A list of the organizations that have indicated that they will welcome inquiries about such summer employment in 1960 can be obtained from American Institute of Physics Placement Service, 335 East 45th Street, New York 17.

DIRECTORY OF EDUCATIONAL PERIODICALS

America's Education Press (EPA), 27th Yearbook of the Educational Press Association of America, lists more than 1500 educational periodicals under 46 classifications. This 27th Yearbook may be ordered from EPA Headquarters, 1201 16th Street, N.W., Washington 6, D. C. Price of the 72-page publication is \$2. This new edition is a practical tool for librarians, authors, newsmen, and school administrators.

The following information is given consecutively in each listing: title, followed by figures indicating respectively the number of issues per year and subscription price, publisher and/or editor and address, year founded, circulation, whether or not advertising is carried, and if book reviews are carried.

A classified index includes national, state, and regional periodicals, journals of state education associations, state departments of education, boards of education, and local professional associations. Publications for classroom use by pupils, child development and parent education, parent-teacher bulletins, fraternal magazines, and library bulletins and newsletters are included. Periodicals are also classified under subject matter such as: Adult Education, Administration and Supervision, Art, Audio-Visual Education, Business Education, English, Exceptional Children, Geography, Journalism, Mathematics, Science, Social Studies, Teacher Education, Vocational Education, and many others.

STUDY OF GUIDANCE IN AMERICAN EDUCATION

The American Personnel and Guidance Association, 1605 New Hampshire Avenue, N. W., Washington 9, D. C. has announced a grant of \$50,000 from the Fund for the Advancement of Education for a study of the function of guidance in American education. The study, to be completed within a year, has as its purpose the development of clear guidelines for the operation of guidance programs in American schools during the next twenty years. Beyond this, it will be concerned with the identification, preparation, and utilization of various types of professional personnel who hold guidance responsibilities in the schools. The study will be placed in the setting of American education during the next two decades, with recognition of the directions that education will take in response to social, economic, population, and philosophical pressures. Dr. C. Gilbert Wrenn, Professor of Educational Psychology, from the University of Minnesota will be Project Director for the inquiry.

EASTERN ARTS ASSOCIATION CONVENTION

About 1200 art teachers and supervisors from schools in 13 eastern states attended the 44th convention of the Eastern Arts Association in the Sheraton Hotel, Philadelphia, April 2-6, to celebrate the 50th anniversary of their organization. "Looking Ahead in Art Education" was the theme of the convention which included five activity-packed days of meetings, conferences, workshops, film showings, exhibits, and demonstrations, plus trips to historical points and art centers in the convention city.

The five general sessions featured speakers of national note in the field of art and education: Jack Bookbinder, Director of Fine and Industrial Arts in the Philadelphia Public Schools presented a visual and musical program, "Art of This World," designed to interpret the significance of art in the daily life of men; James J. Sweeney, Director of the Solomon R. Guggenheim Museum in New York City addressed the group on "The Pleasure Principle"; R. Buckminster Fuller, Professor of Design, University of Southern Illinois, and noted designer, spoke on "The Invisible Arts"; Miss d'Arcy Hayman of the staff of the Department of Art, Teachers College, Columbia University, spoke on "Art and Man"; and Mrs. Felicia Beverley, Supervisor of Art in the Schools of New Castle County, Delaware, presented "Assignment Pakistan."

COMPLETE PLAN

AT DEVEREUX SCHOOLS, multidisciplinary teams of rehabilitation-oriented psychiatrists, psychologists, social workers, teachers, and vocational rehabilitation specialists participate in assessment of the whole child and formulate plans for his treatment, education, and vocational training. Children are assigned to one of the many residential units or communities for milieu therapy, general and remedial education, vocational counseling and guidance, pre-vocational services, and vocational training.

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One of the highlights of the convention was the initial distribution of a new book, *Prospect and Retrospect*, published by the Eastern Arts Association in commemoration of the 50th anniversary this year, edited by Miss Ruth M. Ebken, vice-president of the Association, and Supervisor of Art in Pittsburgh Schools.

1960 WRITING CONFERENCE IN BOULDER

A Writing Conference for a first biology course at the secondary level is planned for the summer of 1960. The Biological Sciences Curriculum Study (BSCS) has rented a wing of a University of Colorado dormitory at Boulder and will use two floors for housing and another for offices. To promote the efficient use of these facilities by the participants, certain rooms will be set aside for conferences, duplicating, typing, and laboratory trials; a library and reading room will also be established.

During the Conference, the personnel of the present committees (Content, Laboratory, Gifted Student, and Teacher Preparation) will cooperate in teams constituted along subject matter lines according to outlines prepared by the Content Committee. Thus for example, there might be a team on evolution, one on genetics, one on developmental biology, and one on micro-organisms.

The biological material to be included will be organized into a reasonable number of units, and each unit will be developed by a team composed of about four high-school biology teachers and four university biologists. Some of the latter will be members of our present committees joined by other college biologists. Except for those already serving the BSCS, most of the high-school biology teachers will be recruited during the next few months. Participants in the Writing Conference will also include science supervisors, editors, laboratory associates, educational psychologists, artists, stenographers and other specialized personnel.

The responsibility of each team will be to produce a unit, or units, in its area of specialty for each of four series of planned publications: (1) An experimental series of biology units; (2) An experimental laboratory manual; (3) An experimental teachers' commentary; and (4) An experimental source book for gifted students. Thus the team on developmental biology should produce a unit of text material, a unit for the laboratory manual, a unit for the gifted students, and a unit for the teacher's commentary. To reduce errors of omission and repetition, each team will have one person specifically responsible for liaison with the other teams, and informal conferences among members of the different teams will be encouraged.

Continuity within each of the experimental publications would be the responsibility of a specific individual, usually the appropriate committee chairman. Thus the chairman of the Content Committee would arrange for the separate sections of the biology units to be collated, for the introductory and necessary transition sections to be incorporated, and for a glossary to be included.

The four experimental publications will be printed by a local off-set house in a limited edition. The distribution of these volumes will largely be restricted to those schools that will be engaged in an extensive testing program during the academic year 1960-61. The biology teachers who will be testing the experimental materials in secondary schools will meet with members of the Writing Conference for a briefing session in August 1960—*BSCS Newsletter*, January, 1960.

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CURRENT EXPENDITURES IN URBAN SCHOOL DISTRICTS

Urban school districts vary widely in their current expenditures per pupil in average daily attendance: In 1957-58 the lowest amount was \$133 and the highest was \$586. The median expenditure of all districts, subdivided into four groups on the basis of the 1950 population of the cities they served, ranged from \$292 to \$344.

These figures are from the U. S. Office of Education's most recent annual survey of expenditures: *Current Expenditures Per Pupil in Public School Systems: Urban School Systems, 1957-58* (Circular No. 595, OE-22000). The new survey presents information by expenditure account, by region, and by city, using the definitions and systems of accounting recommended by *Handbook II, Financial Accounting for Local and State School Systems* (Office of Education Bulletin 1957, No. 4). Copies of the circular are on sale from the Superintendent of Documents, The Government Printing Office, Washington 25, D. C., at 45 cents each.

ARMED FORCES DAY

The 1960 observance of Armed Forces Day will begin early in May and run through May 14-22. Prior to 1950, Army Day was celebrated on April 6 each year, Air Force day on September 18, Navy Day on October 27, and the Marine Corps Anniversary on November 10. In April 1949, the Secretary of Defense with the President's approval announced that the four separate events would be consolidated into a single annual *Armed Forces Day* in line with unification of the Services and creation of the Department of Defense by Act of Congress. Armed Forces Day was intended to symbolize unification, demonstrate the close working relationship of the Army, Navy, Air Force, Marine Corps, Coast Guard, and Reserve Components, and give the public an annual report on the state of the Nation's defense.

Reports on the 1959 observance indicate that twenty-two million men, women, and children attended or participated in "open house" or community activities. Through the cooperation of national organizations, state and local authorities, and communications media, the "Power for Peace" message was carried to many more millions.

Informational materials, such as the *Speakers' Guide*, pictorial items and newspaper matrices, posters, window cards, leaflets, and radio and television packets are available. These items may be obtained at local Armed Forces offices, from Area and Cooperating Commanders, or in limited quantities from Office of the Assistant Secretary of Defense, Washington 25, D. C.



BOOKS

ESSENTIALS OF HEALTHIER LIVING

A Realistic Text in Personal and Community Health

By JUSTUS J. SCHIFFERES, *Health Education Council*. A shorter version of *Healthier Living* (Wiley 1954) incorporating a broad current academic consensus on what a realistic, modern textbook in personal and community health should contain, how it should be written, and what teaching aids it should provide. It also reflects the recommendations of recent national conferences on college health education. Significant medical and social research findings of the 1950's are taken into consideration. Topics given especially new treatment or emphasis include: physical fitness and physical education, space medicine, daily living habits, smoking, the teachable new "Essential 4" Food Guide, weight control, family profile, tranquilizers and other psychic drugs, the psychology of accidents, alcoholism, stroke, voluntary health insurance, "how to lie with statistics," our aging population, chronic illness, radiation hazards, and a short reference catalog on common human ailments (including "student's disease").

1960. 335 pages. \$5.50.

THE COMMUNITY JUNIOR COLLEGE

By JAMES W. THORNTON, JR., *San Jose State College*. The author's purpose in this text is to provide a basic introduction to: the philosophy and place of the junior college; the organization and administration of such schools; the junior college curriculum; and the personnel problems of the students. The treatment given these topics is applicable to the preparation of teachers and administrators for community junior colleges.

The first section of the book considers the position of these schools in relation to all of American education.

The second part traces the steps involved in the organization and operation of the college from its legal establishment to the registration of students. The next section lists in detail the courses commonly offered, the limitations on offerings, and the special problems of instruction in each area. The final chapter proposes a comprehensive definition of the "community junior college" and considers some of the steps and basic issues involved in its realization.

1960. Approx. 328 pages. Prob. \$5.95.

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NEW CORK PRODUCT FOR CLASSROOM WALLS

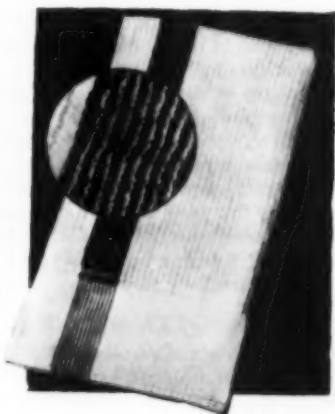
A new vinyl-on-cork material, called "Cork-Tex Wall Covering," has been announced by Bond Crown and Cork Division of Continental Can Company, Inc., Chicago. With about one-half million square feet of the material already successfully tested on walls of some 2,000 West Coast school classrooms the firm now plans to make the product available for use in classrooms across the country. Consisting of heavy gauge vinyl permanently bonded to 1/4-inch cork, the material is capable of "healing itself" in seconds from all wounds received by thumbtacks, pins, nails or even knives.

Highly durable and washable, the product opens up new interior decorating possibilities, serving as a covering for entire walls, wall sections above and below wainscoting, or used in smaller units to replace the familiar, mutilated "bulletin board." It is available in rolls four feet wide and 72 feet long, and also in pre-framed sections up to 12 feet in length. A selection of eight new decorator colors in a linen finish vinyl are offered in the standard Cork-Tex product line, and more than 100 other shades and textures are available on special order. With an on-the-wall cost comparable to other wall covering materials used for similar purposes, the product will be sold through distributors across the nation. The lightweight material can be installed with ease, requiring only a mastic adhesive application to the wall and pressure placement of the Cork-Tex.

DRIVER EDUCATION

In a joint effort to combat the teenage traffic accident toll, the American Automobile Association and the McGraw-Hill Book Company, New York, has announced a long-range program for expansion of driver education in the nation's high schools. "Significant savings in lives and property have been achieved as a result of driver education courses conducted in our nation's schools during the past quarter century," said Russell E. Singer, AAA Executive Vice President. "Statistics show that teenagers are involved in twice as many

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accidents as all other drivers in proportion to their numbers, but we also know that the accident rate is cut in half among young people who have had formal training in driving."

First phase of the program, according to Mr. Singer, will be McGraw-Hill's publication and distribution of the AAA textbook, *Sportsmanlike Driving*. "The teaming up of AAA and McGraw-Hill," Mr. Singer said, "goes far beyond a book publishing contract. New approaches to the teaching of driving, utilizing visual aids and unique instructional, and examination methods will be created for the purpose of improving driver education and expanding the number of high-school courses. The *Sportsmanlike Driving* book evolved from an outline of a high-school course developed by AAA in 1935. It is rated as the foremost textbook of its type.

TEENS HAVE BILLIONS TO SPEND

With an average allowance of \$10 a week, according to the *New York Times*, teenagers are a lush market for stores and manufacturers who watch their spending as a cat eyes a mouse. The teenagers represent nine and a half (9½) billion dollars in purchasing power, one third of which they earn themselves. They spend it on ice cream, home permanents, pop records, and clothes. But you can't sell them just anything in clothing . . . the trick is to latch onto a fad and ride it for all it's worth. For example, the fashion experts say the teenage boy created the vogue for button-down shirts, and teenage girls have boomed the sales of Bermuda shorts, brushed wool sweaters, leotards, and kilts. And both have turned their backs on blue jeans. Those are strictly for squares.

PICTORIAL HISTORY OF THE AUTO INDUSTRY

A unique pictorial history of the auto industry, prepared with the facilities of *Popular Mechanics* magazine, is now available to schools. More than a yard long, the colorful chart offers a year-by-year diagrammatic explanation of the development of the American automobile. Printed in color on one side only, the chart is suitable for framing and makes an interesting bulletin-board display piece for use in social studies, industrial arts, and other classes.

It covers the history of the nation's major automobile manufacturers from 1893 to the present, and includes the following information: historical developments in the automotive field; an automotive family history of the major makes of American cars; silhouette drawings of noted automobiles; annual production totals of passenger cars; drawings of typical chassis and engines of each decade in the auto's history; and non-automotive historical highlights of the past 70 years, coordinated with major events in the auto's history. For each chart (sent rolled in a mailing tube) send 25 cents in coin to Popular Mechanics, Bureau of Information, 200 East Ontario, Chicago 11, Illinois.

PITY THE POOR WORKING GIRL?

There's no need to pity the poor working girl these days—especially if she has been diligent enough to earn her degree in chemistry or mathematics. So said the U. S. Department of Labor recently after a survey of 1957 girl graduates which revealed that chemistry majors were now earning an average of \$4800 a year, or nearly \$93 a week, while math majors were receiving \$4600.

Teaching, which claimed 59 per cent of the girl graduates, still rated in the lower-than average bracket, and pulled the general average down to \$3700. The survey found, however, that teaching salaries are briskly on the rise.

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And, if these figures don't exactly spell luxury for the working girl, consider an additional fact turned up by the survey. Three fourths of the girls who married after graduation also had jobs—and kept them. This means that the bright young \$520-a-month boy grad in engineering would be founding an economic partnership earning nearly \$11,000 a year. Some oldsters among us may find it a little startling that youngsters are starting life at an income level where an earlier generation thought they'd be lucky to finish.

TWO EDITIONS OF SCIENCE WORLD TO BE PUBLISHED

Two editions of the magazine *Science World* will be published beginning next September by *Scholastic Magazines*. There will be a *Junior Edition*, designed to serve general science courses in grades 7, 8, and 9; and a *Senior Edition*, aimed at grades 10, 11, and 12, stressing specialized branches of science—biology, chemistry, physics, etc. Each edition will be published 16 times during the school year.

The Junior Edition of *Science World*, containing a minimum of 24 pages, will be \$1 per school year subscription, or 75 cents per semester. The Senior Edition, with a minimum of 32 pages, will be \$1.50 per school year or \$1 per semester. *Science World*, formerly published by Street and Smith, was acquired by *Scholastic* last summer. The first edition under the *Scholastic* imprint appeared last September. Eric Berger, editor of *Science World*, will have the assistance of a 20-member board of consultants from the fields of elementary- and secondary-school education and industry.

A PUBLIC OPINION SURVEY

A recent issue of *Occasional Papers* outlines the procedure for conducting a public opinion survey for a public library. Herbert Goldhor, librarian of Evansville, Indiana, Public Library, describes the survey and its results in "A Public Opinion Survey of the Evansville Public Library." This report which is Number 56 in the *Occasional Papers* series, published by the University of Illinois Graduate School of Library Science, includes a number of tabular summaries plus a copy of the questionnaire. More than one thousand residents of Evansville were interviewed during the survey. Copies of this publication will be sent to any individual or institution without charge upon request to the Editor, *Occasional Papers*, University of Illinois Graduate School of Library Science, Urbana, Illinois.

A LIFE SCIENCE FILM

Frog Anatomy, a new life science film produced by the Audio-Visual Center, Indiana University, provides an ideal transition from the biology classroom to the laboratory table as it covers the complete process of frog dissection. This film provides each student with a front row seat for the dissection demonstration through the eyes of the close-up camera. Designed for use in high-school biology or college biology and zoology classes, the 17 minute, 16 mm. production is available in color or black and white.

The film shows the dissection of a bullfrog, points out its internal anatomy by systems, and suggests additional investigations. The film opens with an instructor in a classroom demonstrating to his students a method of anaesthetizing a frog. After the frog has become limp, the instructor points out internal structures of the mouth. The frog is pinned to a dissecting tray, and the steps

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of opening the body cavity and examining the organs are shown. The digestive, urinary, and reproductive (male and female) systems are shown in isolation as well as in the specimen being dissected. The heart and other parts of the circulatory system are examined, as well as the brain, spinal cord, and nerves. Other possible investigations are touched upon briefly as laboratory students are seen inflating the lungs, examining blood flow in the web of the frog's foot, and dissecting the stomach. The film concludes with the statement that careful and thoughtful examination of the frog will provide the student with firsthand information concerning its anatomy and that of other vertebrates. Prints of *Frog Anatomy* may be purchased from the Audio-Visual Center, Indiana University, Bloomington, Indiana. The price for a color print is \$150 and for the black and white, \$75. Preview and rental prints are also available.

EDUCATORS FORM COUNCIL TO ADMINISTER RESEARCH FUNDS

Formation of the Council for Research in Education, an organization which will seek and administer funds for educational research, has been announced by its newly elected chairman, Kenneth E. Anderson, dean of the School of Education at the University of Kansas at Lawrence, Kansas. Delegates from 21 national organizations participated in organizing the new group. The Council will not do research itself, but may publish reports of research, especially in instances where it obtains the necessary financial support.

There has been a notable increase in the amount of research on educational problems. The Council will coordinate interdisciplinary interests and capabilities in a scientific approach to educational research. The Council will seek funds for these purposes, from foundations, business and industry, individuals, and other sources.

KEEP AMERICA BEAUTIFUL

Keep America Beautiful, Inc. (99 Park Avenue, New York 16, New York) is a national public service organization interested in encouraging the people of the nation to prevent littering our cities and country sides. Its aim is the preservation of America's scenic beauty, both rural and urban, through a program of public education. It also acts as a clearing house for litter-prevention techniques, materials, and ideas. Since its founding, Keep America Beautiful has recognized the role of educators in developing good litter-prevention habits and has enlisted their help. To date, most school anti-litter projects have been in elementary and high schools, though there has been some action by colleges and universities. The Association will supply "how-to" kits, without charge, in answer to any request received.

AUDIO-VISUAL AIDS

The Filmstrip House, 347 Madison Avenue, New York 17, New York, has available a number of filmstrips that have been developed for specific grade levels by persons who teach at the grade level for which the filmstrips are recommended. Some of those developed for supplementing instruction in the junior and the senior high schools are: a series of seven on better grammar and composition, the *Meaning of Money*, *Our Holidays and What They Mean*, *Nations Need Each Other*, *Nature Influences Living*, and *Hawaii, U.S.A.* For information and prices, write the above address.

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School-Community Attitude Analysis for Educational Administrators: An Analysis of School-Community Attitudes and Their Bearing on Educational Administration, by Robert P. Bullock. Lithoprinted. 112 pages \$2.00

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EDUCATION TELEGUIDE

The U.S. Office of Education has prepared the publication of *Education Teleguide*, a booklet containing up-to-date information on current developments in the use of television for educational purposes. Included in the new publication are lists of new books on educational uses of television, educational television stations, state-wide educational television networks, foundations supporting educational television, and local school districts which make regular use of television. Congress has appropriated \$3 million for the current fiscal year to provide for research and experimentation in the educational use, not only of television, but also of motion pictures, radio, and other related media. The 79-page booklet was prepared under the direction of Dr. Franklin Dunham, Specialist in Radio-Television in the Educational Media Branch. *Teleguide* may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 5, D. C. The price is 30 cents.

NEW ENDOCRINOLOGY FILM

The Audio-Visual Center of Indiana University, has released a new science film, *Principles of Endocrine Activity*, for use in high-school biology classes and college biology and zoology classes. The 16 minute, 16mm., sound production identifies the endocrine system as one of the coordinating and controlling mechanisms of the body; establishes the endocrine system as an area of normal biological study akin to muscle, nerve, and skeleton; defines and explains the actions of hormones and the concept of a "target organ"; and shows the similarity of hormones in all forms of life, plants, invertebrates, and higher animals. The narration and demonstration are done by Dr. W. R. Breneman, Zoology Department, Indiana University. Prints of the film are available from the Audio-Visual Center, Indiana University, Bloomington, Indiana, in both color and black and white. The prices are \$150 for color and \$75 for black and white. Previews and rentals are also available.

THE NEW STATES FILMSTRIP

Alaska and Hawaii, the first states to enter the Union in about fifty years, represent a significant departure from the American historical pattern, according to the April filmstrip in the 1959-1960 series of the New York Times Filmstrips on Current Affairs. This filmstrip, *The New States: Alaska and Hawaii*, points up the extension of the United States beyond the mainland, to the Arctic and far Pacific; the new proximity to Soviet soil; the enrichment of America's melting pot and traditions. It takes up both new states in detail, describing land, people, history, industry, resources, and culture. It surveys the problems confronting Alaska and Hawaii in the transition from territories to states and the impact of the new states on the United States and the world.

The filmstrip is in 50 black and white frames, for 35-mm projectors, with graphic current and historical photographs, cartoons, maps, and charts. Accompanying it is a discussion manual that reproduces each frame and adds below it supplementary information for each frame. The manual also has a general introduction to the subject, discussion questions related to sections of the filmstrip, suggested activities and suggested reading. The entire series is available for \$15 (individual filmstrips cost \$2.50 each) from the Office of Educational Activities, The New York Times, 229 West 43rd Street, New York 36, New York.

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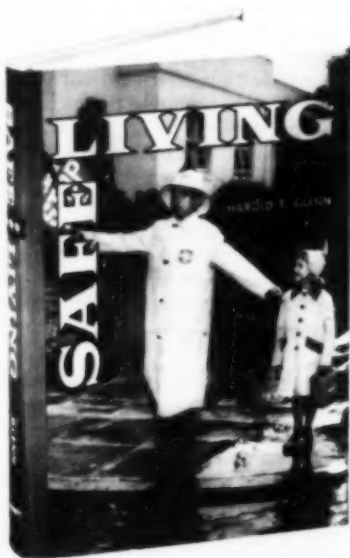
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This is a study prepared by the Office of Distribution of Business and Defense Services Administration of the U. S. Department of Commerce, and covers the major economic aspects of the new state, *Alaska*. Outlining business and employment opportunities, and providing extensive data on other phases of Alaska life, the publication is designed to meet a prime need, because much of the existing literature on Alaska is specialized or outdated. The study indicates that, for the foreseeable future, Alaskan production will likely depend on development of her natural resources. Manufactures there at present—except for canned fish and woodpulp—are primarily for domestic consumption, a recognized weakness in the state's economic framework. Many sources of potential revenue have been explored, but in the industrial field only canned fish and pulp industries have had any marked success, owing to the high cost of production and the cost of shipping to outside markets. In a population estimated at 211,000 in 1957, the working force totalled 111,000, which included 47,000 members of the armed services. About half of the private labor force is seasonal and transient.

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SELF-EVALUATION OF THE JUNIOR HIGH SCHOOL

Dr. W. G. Anderson, 2507 E. Main Street, Urbana, Illinois, has just informed us that he has available a special form for self-evaluation of the junior high school. This publication is based upon his doctoral dissertation at the University of Illinois, Urbana, Illinois. It is entitled *An Instrument for the Self-Evaluation of Junior High Schools*. It is a mimeographed form, composed of 151 pages. These may be purchased at \$3.50 each from Dr. Anderson at the above address.

1960 SUMMER COURSES ON JUNIOR HIGH SCHOOL EDUCATION

The Junior High-School Committee of the National Association of Secondary-School Principals has, for a number of years, prepared a list of summer session courses in colleges and universities that might be of special interest to junior high-school teachers and administrators. The list for 1960 was published in the March 1960 issue of *THE BULLETIN*. Reprints are available from the NASSP office.

A regrettable error caused the omission of the following courses to be offered at New York University, New York:

	Course No. and Name	Dates	Professor
230.45	Junior High-School Organization	July 6-22	Hock
230.46	Junior High-School Curriculum	July 23-Aug. 12	Hock
230.85	Organization and Management of the Junior High School	July 6-22	_____
230.86	Administration of the Junior High School	July 25-Aug. 12	_____
230.227	Workshop on Early Adolescence and Junior High-School Education	Aug. 15-16	Hock
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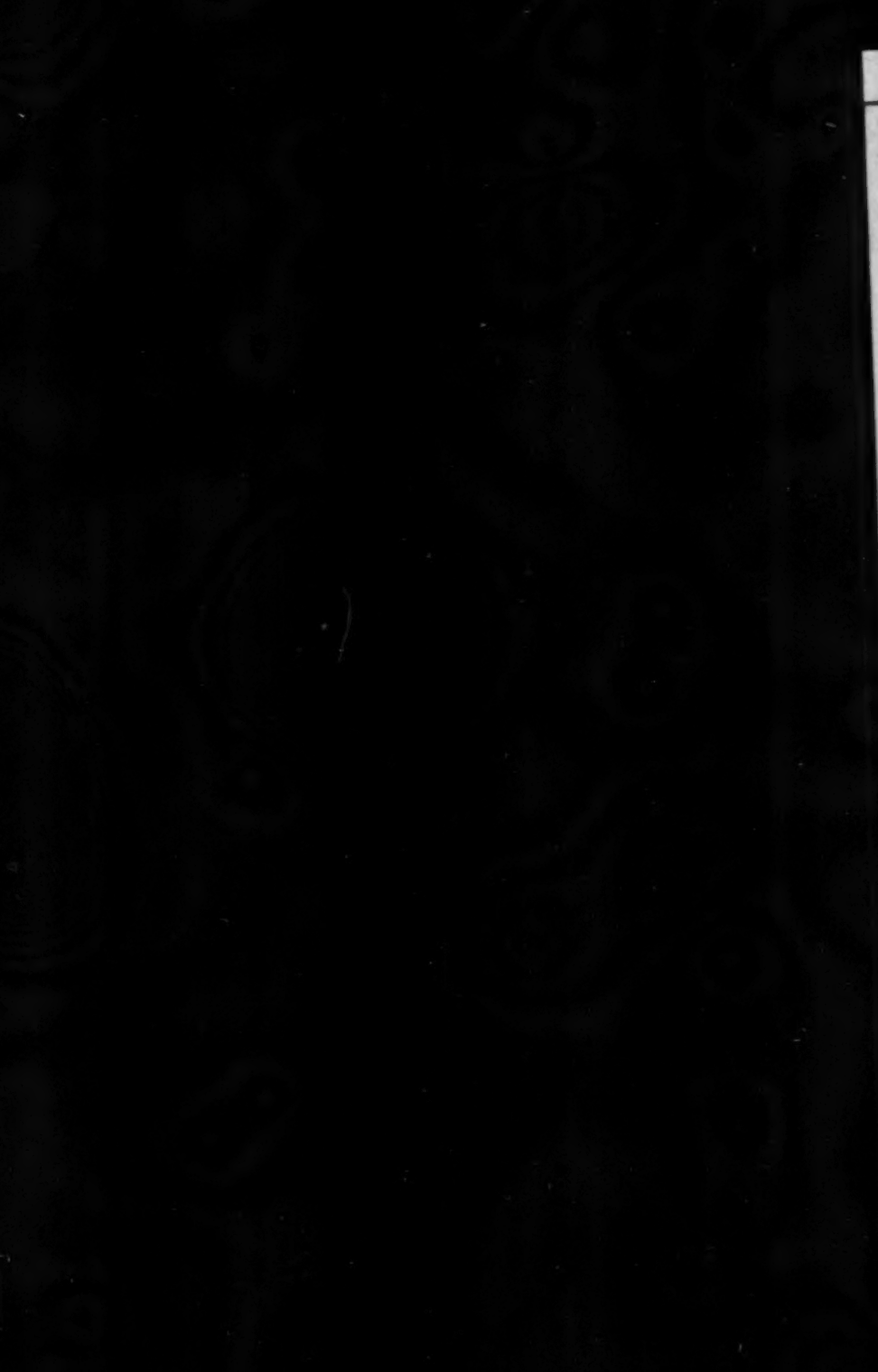
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